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ABSTRACT

This semiannual assessment report examines the multidimensional performance evaluation system for Washington State's public postsecondary institutions. It discusses the use of assessment information to improve undergraduate education at each of the state's four-year universities and colleges, and describes the 1993-95 assessment plans for these institutions as well as for the State Board for Community and Technical Colleges. The report finds that assessment results are being used to varying degrees on all campuses, noting that Washington's assessment program has now reached a milestone: several institutions, responding to issues identified through their assessment activities, have now reached the point where significant changes in undergraduate education have begun. It is suggested that the next stage will revolve around more complex improvement efforts at those institutions which have reached that point and fuller utilization of assessment results at the remaining institutions. Appendices, comprising three quarters of the report, contain a brief history of Washington's Assessment Program, a 148-item bibliography of assessment reports, and a compilation of the 1993-95 assessment plan outlines. (GLR)

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SEMIANNUAL ASSESSMENT REPORT

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SEMIANNUAL ASSESSMENT REPORT

BACKGROUND

Building a System: The Washington State Master Plan for Higher Education (HECB, 1987) called for a multidimensional performance evaluation system for Washington public postsecondary institutions. This led to a campus-based assessment initiative targeted on improvement of undergraduate education which was adopted by the HECB and funded by the legislature in 1989. This initiative encouraged each institution and the SBCTC to develop its own assessment program within a statewide framework. Six "common components" were established:

* collection of entry level baseline data
* alumni satisfaction surveys
* intermediate assessment of quantitative and writing skills
* end of program assessments
* employer satisfaction surveys
* program review

Baccalaureate institutions and the State Board for Community and Technical Colleges adopted plans to assess these components and began implementing them in 1989-91. (A more detailed history of the assessment initiative is contained in Appendix A.)

The HECB assessment initiative is in its third phase of implementation. The first year was devoted to developing plans and getting systems in place. The second phase, which lasted though 1992, was primarily devoted to start-up activities and discussions of preliminary results. In the 1993-95 biennium, we are entering the third and crucial phase of the assessment initiative where results are analyzed and institutions have the opportunity to take action on the results. Although Washington's assessment initiative has become a nationally recognized model of successful campus-based assessment, its long-term success depends upon critical self-assessment and commitment to improvement on the part of institutions and their faculty.

The HECB initiative purposefully avoided a top-down accountability model of assessment. This decision was based on the advice of national experts, the experience of states which had tried such a model, the strong resistance of faculty to uniform assessment models, and the disappointing results from a statewide pilot test of intermediate tests of basic skills. The Board decided that accountability for improvement was more important than statistical summaries which would be difficult to interpret and which would increase resistance to change on the part of institutions and their faculties.

In *A Commitment to Opportunity: 1992 Update of the Master Plan for Higher Education* (1992) the HECB reaffirmed assessment as one of its planning priorities:

> The Board believes that student outcomes assessment programs undertaken by the institutions have begun to improve the quality of undergraduate education and that those programs must be continued. As these activities evolve, they will become increasingly informative about the institution's ability to help students meet their goals. This information also will be useful in guiding future state postsecondary education policy and budget decisions and in evaluating the state's success in meeting its goals for postsecondary education. (p.37)

The *Update* also included a recommendation to "Encourage and support expansion of student outcomes assessment activities. Specifically, the HECB will ask the institutions to:

> Demonstrate how they have used assessment information to inform administrative decisions, guide resource allocations and improve undergraduate education.
>
> Address critical educational issues with appropriate self-assessments to increase faculty involvement in self-examination based on student outcomes, to adjust institutional priorities in light of findings and to reallocate resources to meet identified needs and priorities." (p. 41)

Accordingly, this report focuses primarily on changes which have resulted from assessment activities over the past biennium.

USING ASSESSMENT INFORMATION TO IMPROVE UNDERGRADUATE EDUCATION, 1991-93

The success of the campus-based assessment initiative depends entirely upon the extent to which faculty, programs and institutions use assessment information to improve undergraduate education. Now that implementation of assessment plans is virtually complete on each campus, we should expect to see increasing numbers of examples of assessment informing institutional decisions and decision processes. This section summarizes institutional uses of assessment information reported through November 1993.

The **State Board for Community and Technical Colleges** originally anticipated that system level findings would support system level decisions which could improve the quality

of teaching and learning at the colleges. Although system-level studies have provided general direction to the prioritization of budget enhancement packages, assessment has not had the direct system-level effect which was initially anticipated. Rather, the system-level dissemination of findings to and among the colleges has stimulated classroom research and curricular reform on almost all community college campuses.

The SBCTC has played the major role in convening annual assessment conferences, regularly attended by over 300 college and university faculty, and in publishing the Washington Assessment Group newsletter, distributed to over 1,000 educators. The SBCTC has also sponsored assessment planning retreats on writing, math, and student self assessment, which have been attended by faculty from most four-year institutions as well as from many of the community colleges. These workshops have provided opportunities for faculty to learn what other campuses have found from their assessment activities, to make collective curricular as well as assessment plans, and to share expertise. The results of these efforts can be seen on the college campuses:

Increased use of classroom assessment and ongoing student feedback (Clark)

Increased incorporation of computer and information literacy into courses (Clark)

Including collaborative learning approaches in Health Sciences Division (Clark)

Working toward consistencies in assessment and grading across English 101 sections (Lower Columbia)

Created variety of potential capstone course offerings (Lower Columbia)

Developed performance assessment in Fitness Management and ESL Interpreting programs (Spokane Falls)

Redesigned Introduction to Computers course (Everett)

Initiated an internship program for the Institute for Media and Creative Arts (Everett)

Held Curriculum Review and Renovation workshop to focus on both intra- and inter-disciplinary issues related to overhaul of curriculum (Yakima)

Developed Teaching and Learning Center as resource for faculty (Yakima)

Revised curriculum and added student personal portfolio process in Early Childhood Education program (Pierce)

Identified desired communications outcomes for individual programs of study and ways in which program offerings contribute to the development of communication competencies (South Puget Sound)

Developed a long range plan for implementing assessment activities in everyday procedures (Shoreline)

Planning, division evaluation, reworking of mission statement, and developing of operational standards (vs. philosophical) from division to classroom level being interwoven with the institutional effectiveness process (South Seattle)

Determined specific courses for students wanting to upgrade skills in Chemical Dependency program (Lower Columbia)

Development of program competencies and assessment tools in Print Education program (Clark)

Revamped overall curriculum -- courses and sequence -- in Office Professions program (Pierce)

Curriculum review project to define job competencies (Whatcom)

Updated Nursing program curriculum to reflect industry need for improved critical thinking skills (Peninsula)

Identified expected student learning outcomes and skills assessment in fisheries courses as part of comprehensive fisheries education plan (Peninsula)

Self-study by nursing faculty to establish program outcomes in preparation for visit by accrediting team (Skagit Valley)

Developed feedback for area high schools on math preparedness of science students (Lower Columbia)

Incorporated use of graphing calculators into math courses (Everett)

Revamped Intermediate Algebra and incorporated active learning approaches throughout math department (Yakima)

Redesign of Math Lab including introduction of a computer management system (Tacoma)

Portfolio project and increased focus on quality of student writing (Bellevue)

Improving student writing skills through Writing across the Curriculum efforts (Clark)

Recommended a writing-intensive ("W") course approach to Writing across the Curriculum (Spokane Falls)

Initiated a Capstone Advanced English Composition class (Spokane Falls)

Added a writing sample to diagnostic assessment process (Columbia Basin)

Tested a team-taught interdisciplinary Composition course (Yakima)

Developed new format for teaching basic grammar and writing skills (Pierce)

Revised curriculum for Basic Writing course (Lower Columbia)

Increased English Composition requirement from 3 to 5 credits and enhanced faculty inservice activities related to writing (Columbia Basin)

Improving services and processes provided by Financial Aid and Counseling (Yakima)

Restructured advising procedures for Hospitality and Food Sciences Program (South Seattle)

The **University of Washington** has expanded its Freshman Interest Group program in response to very positive retention results and participant evaluations. The success of this effort has influenced the formation of Transfer Student Interest Groups and Freshman Seminars this year.

End-of-program assessment has begun to be a factor in departmental instructional and curricular decisions. The mathematics department revised its math-for-teachers courses. Geography courses are being redesigned to encourage active student participation. Sociology is now without exception requiring students to take an introductory class before registering

for advanced classes. Political Science has expanded its senior thesis option to non-honors students. Romance Languages has altered its entire focus toward broader cultural studies.

Along with general curricular changes, departments are discovering the need to strengthen education in basic skills. For example, Forest Resources is adding writing and public speaking segments to several of its courses in response to critiques from industry professionals. Romance Languages is employing a number of strategies to enhance critical thinking. Occupational Therapy is expanding its laboratory and fieldwork opportunities. Finally, departments are making attempts to increase student-faculty contact (e.g., Mathematics), assessing students in pursuing career opportunities (e.g., Geography), and improving departmental facilities for their majors (e.g., Technical Communications).

The UW Faculty Senate is currently debating recommendations from its Freshman/ Sophomore Writing Study, which include: (1) provide incentives and assistance for faculty to develop courses that include writing at the 100 and 200 levels, (2) create more writing courses which are linked to content courses, and (3) increase writing requirements in all majors. The Faculty Senate is also considering a recommendation from the Quantitative and Symbolic Reasoning (QSR) Study: to replace the existing QSR requirement with QSR embedded across the curriculum and emphasized in each division.

Washington State University employer surveys and other employer contacts indicated that employers in all areas desire graduates with stronger business, computer, and communication skills. A number of academic programs are revising their curricula to place a greater emphasis on courses in these areas. WSU departmental responses to employer input include the following: The Department of Horticulture and Landscape Architecture has modified its curriculum to include a business emphasis. The Department of Mathematics has expanded some areas of its curriculum, including actuarial sciences and statistics. The Department of Agricultural Engineering has modified its curriculum to include more emphasis on the impact of societal concerns on engineering design, as well as more emphasis on development of written and oral communication skills. The College of Education developed a summer-only Masters in Education program in school counseling to meet the needs of persons who are not located near a WSU campus.

Central Washington University is testing computer-based remediation packages to overcome basic skill deficits identified in entering student data and intermediate assessments of student progress. Basic skill screening instruments initially tested under the assessment effort have been abandoned in favor of selective diagnostic testing if indicated by admissions information.

Eastern Washington University made a systematic effort to reflect assessment findings in the development of its 1993-95 budget requests, an action which was positively received by Board members and legislators. Eastern also used its assessment information to make internal reallocations outside the budget process.

The EWU Liberal Arts Reform Steering Committee has proposed revising the General University Requirements to include a writing intensive curriculum patterned on Writing Enriched Courses. This initiative was pilot tested as a part of the EWU assessment plan and supported by alumni and employer survey responses.

Eastern's intermediate quantitative skills assessment had found widespread deficiencies in both basic skills and college level skills among EWU undergraduates. Eastern has established a new requirement that all undergraduates complete an intermediate algebra course or demonstrate math competence at this level. Also, the mathematics department has been directed to develop a new applied college math course which will emphasize problem solving.

Western Washington University used assessment information to inform its strategic planning process, and is now using assessment to monitor whether the plan is having the intended effects on students. Western has also instituted reforms in its writing and mathematics instruction, including an expanded writing center and a math center, to improve the performance of its students.

The WWU Office of Academic Advising Services used alumni survey results to restructure and reorganize the nature of their services to integrate academic advising with student support services in a new Student Support Services Office. Advising for transfer students was further enhanced by expanding the Summerstart (orientation) program to include transfer students. Also, "University 101" was begun, a course designed specifically for beginning and entering students.

A series of assessment reports provided the stimulus for a proactive plan designed to reduce the amount of alcohol and drug use at Western and to promote wellness through a variety of educational intervention strategies. Admissions procedures were changed to improve service delivery, advice, and response to special needs, following a survey of qualified applicants who did not enroll.

The Evergreen State College was the first to respond to an assessment finding by establishing a Math Center created in 1990 in response to alumni concerns about the need for improved math instruction. An assessment of the Math Center completed this year concluded that it is not achieving its objectives. Plans for revisions are now being made.

Evergreen has more recently created a career development program for juniors and seniors, as well as a job club and a revised "Life and Work Planning" class, to respond to concerns which surfaced in a more recent alumni survey.

Prompted by the results of the longitudinal focus group interviews and the Core retention studies, Student Affairs staff have made the following changes in services: (1) Student intake capabilities were expanded in the Academic Advising office to improve academic planning services and to improve retention; (2) Outreach efforts were expanded to winter and spring quarters by Academic Advising in Core Programs to focus academic planning services on the freshman-to-sophomore year transition to improve the freshman retention rate; (3) Workshops on communication, conflict and academic planning were added during fall orientation of new students to improve retention; and (4) New student orientation programs were added for winter and spring quarters to improve retention and graduation rates for transfers, by easing their transition to Evergreen.

Evergreen has emphasized discussion of its assessment findings with its faculty. Several presentations have been made at faculty meetings to identify issues of concern and to provide an opportunity for faculty development in those areas. Facilitation of student participation in seminars, cultural pluralism, student writing, student self-evaluations, and freshman year retention issues have been discussed with the faculty. Faculty groups, as well as individual faculty members, are working on each of these issues. The Budget Dean has taken responsibility for reviewing a number of recommendations which have been made by the TESC Assessment Committee over the past two years.

INSTITUTIONAL ASSESSMENT PLANS FOR 1993-1995

Each four-year institution and the State Board for Community and Technical Colleges (SBCTC) have submitted assessment plans for the 1993-1995 biennium. These plans are included as Attachment B. These plans represent continuations of the previous four years' work. Many of the activities identified in the plans are ongoing data gathering to monitor trends in performance, program effectiveness, and alumni perceptions within the parameters of the original six HECB assessment guidelines.

The HECB Assessment Committee and the Board itself have encouraged institutions to proceed beyond the original boundaries of assessment if necessary to pursue issues identified by previous assessment findings or to evaluate new curriculum initiatives. Consequently, several institutions are beginning to use their assessment resources to guide the course of improvement in teaching and learning on their campuses and to evaluate its effect.

The **State Board for Community and Technical Colleges** took this direction most clearly early in the assessment planning process. The State Board took responsibility for assessing statewide student progress in academic goals, vocational preparation, and developmental education. Individual community colleges were not only encouraged to relate statewide findings to their own campus, but primarily to investigate issues of teaching and learning unique to their own campus, faculty and students.

Initially, the State Board expected that statewide assessments of student progress would lead directly to instructional policy recommendations and improvements. That has not been the case. Rather, they have learned that each study has to be considered in the context of all the others and that considerable effort is required to engage college faculty and administrators in consideration of system assessment findings. The major uses of systemwide assessment have been as stimulus for these conversations and as direction for general system-level policy and budget decisions, such as the 1993-95 budget priorities, including the top-ranked "student success initiatives" of computing and writing labs, library resources and services, teaching and curriculum improvements, and learning opportunities for faculty. However, the system-level focus has been primarily on engaging the colleges in the assessment conversation.

Consequently, the State Board's plan emphasizes three strategies to broaden and disseminate assessment findings:

1. Follow-up studies, primarily small-scale, are planned to explore specific issues in more depth and to engage the colleges in considering their implications. These include continued examination of employability issues, student perspectives, workforce training programs evaluation, and more detailed studies of student persistence and retention.

2. Facilitation or convening efforts will be intensified and focused to bring campus educators together to address possible reforms in areas of common concern, such as writing and math skills, and to define common competencies, particularly in vocational-technical areas.

3. Dissemination and training efforts will include an assessment database and library to distribute system-level information and assessment results from each campus throughout the system. SBCTC will continue to sponsor technical retreats and prepare and distribute technical reports and summaries from national publications.

The **University of Washington** has used assessment information to launch consideration of reforms to its general education and proficiency requirements. The focus

has been on increased writing requirements, improved quantitative and symbolic reasoning opportunities, and more streamlined general undergraduate requirements. These reforms have been under consideration by the faculty for over a year now. Curriculum changes have also occurred in many departments as a consequence of end-of-program assessment and program review. The success of the UW's Freshman Interest groups was documented by assessment and led to expansion of the program and has stimulated the formation of experimental freshman seminars. The UW has also assessed issues underlying retention and graduation rates and has implemented plans to reduce the time it takes to earn an undergraduate degree.

The UW plans to continue in this direction by using assessment information to address the following major issues in the next biennium:

1. An assessment system is planned to evaluate the new curriculum.

2. Increased emphasis will be placed on evaluating and improving tutorial, writing, and math centers, which have been demonstrated to be effective supplements to classroom activity.

3. Beyond issues of math and writing skills, the UW will evaluate the extent to which the skills and knowledge expected from the undergraduate curriculum are represented in the sequence of courses available to and used by undergraduates.

4. Experiments, such as the freshman seminars, will be evaluated, both to determine whether they should be institutionalized and how they can be improved.

5. Means to improve graduation rates and lessen time to degree will receive increased emphasis this biennium, both to further identify issues and to evaluate solutions already implemented.

The Evergreen State College has employed an assessment strategy which emphasized faculty involvement through a series of mini-grants, in addition to administrative data collection and surveys. These projects have stimulated faculty discussion about incorporating math into the curriculum and improving the seminar experience, especially for entering students. Emerging from these discussions, Evergreen now has identified an Academic Dean to be responsible for implementing assessment findings in the areas of student self-evaluations, writing instruction, seminar practices, math instruction, and freshman retention.

These areas also form the basis for assessment activities planned for the 1993-95 biennium:

1. Teaching practices and strategies for their improvement have emerged as priorities from the instructional issues (math, writing, seminars, etc.) identified in previous assessment findings.

2. Assessment findings have also identified three areas of concern for which further information is needed: academic advising services, persistence to graduation, and a summative senior self-evaluation.

3. Student use patterns in the absence of defined majors have been investigated, prompting plans to intensify program review efforts in the next biennium.

4. Special emphasis will be placed on the experience of transfer students and the strengths and weaknesses of Evergreens' efforts at achieving a multicultural curriculum and community.

5. Two new initiatives are planned: an assessment of drug and alcohol use among students and an assessment of the new weekend/evening program.

6. Finally, continued collection of longitudinal baseline data and alumni surveys is planned.

Eastern Washington University also has focussed on faculty involvement in assessment. Consequently, assessment at Eastern has been closely linked to faculty interest in writing across the curriculum and improvement of students' math performance. Writing enriched courses have been implemented, evaluated, revised and institutionalized at Eastern during the past four years. New student math requirements have been adopted as a result of assessment of student math skills and alumni reports. These emphases continue during the 1993-95 biennium, augmented by faculty interest in students' progress within their major disciplines.

1. Students' performance in writing and math and the contributions of programs designed to improve their performance will continue to be monitored.

2. Students' progress across courses in program-specific learner outcomes will also be evaluated in several departments.

3. Concurrently, end-of-program assessments will be expanded in all departments to assess student progress throughout their enrollment in the program. This element will be integrated into program approval, revision, and review procedures.

4. Academic advising procedures, which have received poor evaluations in recent alumni surveys, will be evaluated.

Western Washington University has taken a more centralized institutional research approach to assessment than most other institutions. However, Western's assessment agenda for the next biennium has also emerged from its efforts to integrate assessment with institutional decision processes. Assessment has been integral to Western's strategic planning effort. Assessment information was systematically collected for and disseminated to the steering committee and planning groups. Assessment information has subsequently been used to monitor implementation of the plan. Much of the focus has been on enrollment management issues, but has also included perceptions of employers and alumni, and evaluation of programs designed to improve student performance in writing and math. In 1993-95, Western will continue in these directions and increase its emphasis in the following areas:

1. Assessment support will be provided to the Faculty Senate's consideration of a more unified approach to faculty evaluation across campus.

2. Monitoring and evaluation of the implementation of the new Student Support Services Office will be conducted and its impact on academic advising and other services to students will be evaluated.

3. Special emphasis will be placed on evaluation of efforts to improve advising and orientation services available to transfer students.

4. Increased emphasis will also be placed on identifying reasons for delays in students' timely progress towards a degree and evaluation of initiatives developed to shorten that time.

Washington State University has systematically established an assessment program designed to assess a number of curricular changes which have been put in place in the past four years, including undergraduate writing requirements, writing in the major courses, a writing resource center, faculty seminars on improving student writing, a new general education curriculum, and new math and science requirements. An Assessment Review Committee was established in 1992 to review the results of assessment activities and to recommend policy directions based on those results. This may help focus responsibility for assessment efforts, which has tended to be dispersed among several different offices. WSU sees itself as entering the stage where they will have enough assessment data to be able to make policy decisions on the basis of student outcome data and are committed to doing so.

Central Washington University has suffered from several changes in direction of its assessment program. The initial emphasis on student testing and placement was replaced by an emphasis on designing end-of-program assessments, although concern continues about significant remediation needs of entering students. Current assessment emphasis appears to be placed on increasing faculty involvement.

CONCLUSION

Assessment results are being used to varying degrees on all campuses. Several institutions have reached the point in their assessment program where significant changes in undergraduate education, both minute and profound, are underway in response to issues identified by assessment activities. With this, Washington's assessment program has reached a milestone. The next stage of the journey will revolve around more complex improvement efforts at those institutions which have begun and fuller utilization of assessment results at the remaining institutions.

APPENDICES

WASHINGTON'S ASSESSMENT PROGRAM

A Brief History

Assessment was one of the cornerstones laid by the Higher Education Coordinating Board in *Building a System: The Washington State Master Plan for Higher Education* (HECB, 1987). The plan challenged the public 2-year and 4-year institutions of higher education to develop a multi-dimensional program of performance evaluation. The plan envisioned assessment as a link between two separate but complementary goals: to improve the quality of undergraduate education and to provide needed information about student outcomes to the Coordinating Board and other state policy makers. The Plan specified that progress on achieving the Board's funding goal for higher education was dependent on satisfactory progress by institutions in developing a performance evaluation system: "Assessment and improved funding must proceed in tandem." Four initial means of assessing educational quality were identified:

* Followup data on graduates' work experience
* Satisfaction surveys about student's educational experience
* Surveys of employer satisfaction with employees' college preparation
* Pilot tests of nationally normed sophomore year tests of communication, computation, and critical thinking skills

EVOLUTION OF THE ASSESSMENT PROGRAM

To some extent, most institutions collect information based on alumni surveys, employer feedback, and the work experience of their graduates. These were incorporated into Washington's assessment program. However, the proposed addition of a nationally-normed sophomore test to measure critical thinking, communication and computational skills was controversial. The Board directed that committees of institutional personnel be formed to determine whether a test of this kind would be appropriate. Their charge was to pilot test and to evaluate the usefulness and validity of a sophomore test as a measure of student achievement.

Three nationally-normed tests were selected for pilot testing: the College Outcome Measures Program (COMP), the Collegiate Assessment of Academic Proficiency (CAAP), and the Academic Profile (AP). Each of these tests were designed to provide assessments

of student achievement. The latter two tests were designed to measure student achievement in reading comprehension, writing, mathematics usage, and critical thinking. In addition to these three tests, a one-hour writing essay based on writing prompts provided by the American College Testing Program was administered to 1302 volunteer sophomore level four-year and community college students.

The results of the pilot test indicated that "the AP, the CAAP, and the COMP added relatively little reliable new information about students."* This was generally supported by the evaluations by faculty members from each four-year institution and the participating community colleges.

On the basis of this report the Board concluded that currently available standardized tests are not appropriate tools to assess the quality of undergraduate education. In order to assure reliable assessment of educational outcomes in the absence of standardized achievement test, the Board adopted a modified assessment approach:

* collection of entry level baseline data
* alumni satisfaction surveys
* intermediate assessment of quantitative and writing skills
* end of program assessments
* employer satisfaction surveys
* program review

IMPLEMENTATION OF THE ASSESSMENT PROGRAM

The HECB initiative was reinforced by the Governor and the Legislature, which provided $400,000 for assessment activities to each institution and to the State Board for Community College Education in the 1989-91 Biennial Budget. This was supplemented by $60,000 in assessment funding for each community college in 1990. Each public institution and the State Board for Community and Technical Colleges have subsequently developed an assessment plan to collect information in each of the above areas and has presented its plans and results to date to the Board. The institutional plans vary considerably in scope, methodology, and intended uses of the information.

The HECB monitors institutional assessment progress through twice-yearly reports from its Assessment Committee. The committee regularly reviews plan implementation, results, and institutional uses of the information with institutional representatives.

* Interinstitutional Committee of Academic Officers (ICAO) Task Force on Assessment and Community College Sophomore Assessment Task Force, "The Validity and Usefulness of three National Standardized Tests for Measuring the Communication, Computation, and Critical Thinking Skills of Washington State College Sophomores" (May, 1989)

Over the past four years the institutions implemented their assessment plans with the assistance of the Council of Presidents, the State Board for Community College Education, and the Higher Education Coordinating Board. Involvement of faculty, crucial for the success of institution-based assessment, has been a high priority at most institutions. Four jointly sponsored state assessment conferences have drawn over 300 faculty and staff, including over 20 college presidents.

ASSESSMENT IN THE BUDGET PROCESS

The HECB 1993-95 Budget Guidelines (December, 1991) included the following provisions:

> "The Board believes that the four-year institutions of higher education and the State Board for Community and Technical Colleges have had sufficient resources and time to develop viable assessment procedures. Therefore, it is the Board's position that consideration will be given to qualitative or quantitative enhancement proposals where there is clear evidence of the presence and integration into institutional management of assessment practice and results." (p.2)

The Guidelines further stated that budget submissions should contain:

> "(3) A brief report describing assessment programs that have been implemented during or prior to the 1991-93 biennium; how such programs have been integrated into institutional management systems; what opportunities for improvement have been identified by such programs; what changes have been made, and what improvements have been achieved or are anticipated; (4) A brief report describing and quantifying any other evaluation processes or program changes that have resulted in improved program efficiency, productivity, or quality..." (p. 2-3)

The budget submissions supported the Assessment Committee's prior evaluation: Assessment activities have been implemented on all campuses. Much of this effort has been tied to educational reform initiatives in undergraduate writing and math competencies. Each campus has taken a unique approach to assessment, which makes evaluative comparisons difficult. Many, though not most, faculty are enthusiastically involved in assessment, as evidenced by high participation in the annual assessment conference. We are beginning to see assessment information used for institutional improvement. However, the pace of the studies is agonizingly slow for those unfamiliar with educational research, and administrators have in many cases been slow to respond to assessment information, or to incorporate assessment into institutional decision making processes.

ASSESSMENT AND EDUCATIONAL REFORM

Assessment has played a major role in stimulating and channeling faculty discussion on curriculum reform issues, particularly in writing and math. Assessment retreats for faculty involved in writing and math reform have invigorated cross-sector and cross institutional consideration of pedagogical issues in the major and in general education requirements as well as in the classroom. Several campuses are already in the second phase of the changed process: they are evaluating reforms which have taken place as a result of initial results. More importantly, assessment in Washington has placed students firmly at the center of the academic dialogue.

Assessment in Washington is becoming a process for educational reforms on many campuses. However, we have not been able to fulfill one of the major expectations of the *Master Plan (1987)*:

> Those who govern and manage our public higher education institutions should be given wide latitude to deploy educational resources for maximum effect. In return the state and public have a right to expect accountability for the quality of public higher education. We must know how well institutions are educating their students to rationally determine and evaluate state educational policy. Such information will identify strong and weak parts of our system, help monitor changes in institutional performance, and evaluate different approaches to curriculum and pedagogy. Such data will also tell students, legislators, and the public how well individual institutions and the system as a whole are performing. (p. 26)

Washington has avoided the trap of punitive top-down assessment models which elsewhere have generated institutional suspicion and defensiveness and have stifled genuine reform efforts. Washington has also established a nationally recognized, strong, campus-based assessment program. Faculty involvement is evident on every campus. Administrative support remains inconsistent on most campuses and absent on a few. The challenge before us is to find ways to summarize and disseminate institutional assessment information and to incorporate that information into institutional and state planning and budgeting.

CONCLUSION

Assessment results are beginning to be used on all campuses. Several institutions have reached the point in the assessment program where significant changes in undergraduate education, both minute and profound, are underway in response to issues identified by assessment activities. With this, Washington's assessment program has reached a milestone. The next stage of the journey will revolve around continued improvement efforts at those institutions which have reached that point and fuller utilization of assessment results at the remaining institutions.

Central Washington University - Assessment Reports

Callaghan, P., Kleck, J., Nelson, B., Powell, J., Sutphin, C. *Freshman Placement Essay: Student Essays Evaluated and Annotated.* Central Washington University. Fall 1991.

> This report delineates the scoring criteria, method and scale used for evaluating the freshman placement essays. Sample essays and annotations are provided for each level of mastery and non-mastery on the scoring scale.

Fennerty, D., Prigge, D., Majsterek, D. *The Special Education Portfolio.* School of Professional Studies. Central Washington University. Spring 1993.

> This video-tape was developed to describe the development process of the teacher candidate portfolios. The Special Education End-of-Major Assessment Portfolio includes application and evaluation of course competencies. The portfolio process has been presented at Center and departmental meetings as well as a local, state, regional, and national conferences.

Jurich, K. *The Cooperative Institutional Research Program (CIRP) Survey of Central Washington University Freshmen: A Comparison of the 1990, 1991, and 1992 Results.* Office of Institutional Research and Assessment. Central Washington University. Fall 1993.

> The CIRP is a nationally-administered survey of student attitudes and values, aspirations and expectations, and demographics. It was administered to all freshman participating in fall pre-registration at CWU in 1990, 1991, and 1992. This report compared the CWU results to national results and explored the CWU trends.

Nelson, B. *Survey of 1990-1991 Graduates.* Office of Institutional Research and Assessment. Central Washington University. Summer 1993.

> This report summarizes the results of the survey of the 1990-1991 graduates. Objectives of the survey were to gain information on alumni satisfaction with the present general education curriculum, the quality of instruction in the major field, effectiveness of instruction, and availability and adequacy of various academic resources and services.

Nelson, B. *The 1992-1993 Assessment of Intermediate Students.* Office of Institutional Research and Assessment. Central Washington University. Fall 1993.

> The CWU assessment plan developed in 1989 specified the implementation of the Intermediate Assessment in the 1992-1993 academic year with a post-test version of the baseline placement test and collection of another writing sample. For the 1486 students assessed, the average performance on the Computerized Placement Test post-test was above the requisite basic skills level and above the level of the freshman class from which they originated. Performance on the writing sample indicated that while the students demonstrated a significant level of mastery of the literacy and critical thinking expectations of upper level students, there is room for improvement.

Nelson, B. *End-of-Program Assessment at Central Washington University: A Status Report.* Office of Institutional Research and Assessment. Central Washington University. Spring 1993.

> End-of-program assessment activities were briefly summarized. The strategies being utilized by departments were described and categorized for a report to the Faculty Senate.

Program Reviews

1989-90

- Economics
- Foreign Language
- Geology
- Psychology

1990-91

- Communication

Eastern Washington University - Assessment Related Reports

Alvin, B., *Intermediate Quantitative Skills Assessment: Pilot Study, Eastern Washington University*, Office of Academic Assessment, Eastern Washington University, October, 1990.

> This study describes the results of the pilot administration of the Educational Testing Services' (ETS's) College Level Examination Program (CLEP) Exam in Mathematics. The results indicated that the exam discriminated among groups of students with different backgrounds in mathematics. As a result of the study, the CLEP Exam in Mathematics was administer to a larger group of students in Winter, 1991.

Alvin, B., *Intermediate Quantitative Skills Assessment 1990-91*, Office of Academic Assessment, Eastern Washington University, June 1991.

> This report describes the results of the Winter 1991 administration of the CLEP Exam in Mathematics. The poor performance of students on the exam was not surprising. At the time of the exam, students at Eastern who were not required to study mathematics as a part of their major requirements had no requirement in mathematics beyond a demonstration of 8th or 9th grade competencies. The efforts at intermediate quantitative skills assessment caused faculty to focus on the absence of requirements in mathematics. As a result, several changes have been made in the mathematics requirements at Eastern. Beginning Fall 1993, all students must demonstrate competence in intermediate algebra. And it is anticipated that a new course above the level of intermediate algebra will be a requirement for students who enter in Fall, 1994.

Beason, L., Elder, D., *Report on the Initial Writing-Enriched-Course Project*, Office of Academic Assessment, Eastern Washington University, May 1991.

> This report describes the results of the initial Writing-Enriched-Course (WEC) Project. This project was well received by students, faculty, and administrators. As a result of the success of the initial effort, the project has continued to take place each year.

Beason, L., Elder, D., *Report on the Second Writing-Enriched-Course Project*, Office of Academic Assessment, Eastern Washington University, August 1992.

> This report describes the results of the second Writing-Enriched-Course (WEC) Project. This project was well received by students, faculty, and administrators. As a result of the success of the first two WEC projects, resources from outside the

assessment area were allocated for this project in addition to the funds that were supplied from the assessment budget. Information gained through the WEC Project efforts were used to support a budgetary decision package for funding a writing center.

Beason, L., Elder, D., *Report on the Third Writing-Enriched Course Project*, Office of Academic Assessment, Eastern Washington University, July 1993.

This report describes the results of the third Writing-Enriched-Course (WEC) Project. This project was well received by students, faculty, and administrators. As a result of the success of the first three WEC projects, resources from outside the assessment area were allocated for this project for the 1993-95 biennium. The WEC Project has been extremely successful in focusing the faculty's attention on the need to require more writing of our students. This focus has resulted in the administration's decision to fund a writing center beginning Fall, 1993. This focus on the importance of writing in the curriculum has also resulted in a proposal from the Office of Academic Affairs for the development of procedures to administer a writing placement exam to incoming students.

Brooks, M., *Eastern Washington University International Students: A Follow-up Study*, Office of Academic Assessment, Eastern Washington University, October 1992.

This study focuses on students from the English Language Institute (ELI) at Eastern who matriculated into regular EWU classes. Comparisons are made between this group of students and other groups of native and non-native speakers. Included in the report are summaries of students' perceptions regarding helpful teaching practices in the college classroom. Some of the methods that professors can use to facilitate the learning of non-native speakers were printed in Eastern's Weekly, a publication for faculty and staff at EWU.

Dental Hygiene Staff, *1990 Dental Hygiene Alumni Survey, Eastern Washington University*, Office of Academic Assessment, Eastern Washington University, October 1990.

As a result of this study, the faculty in the Department of Dental Hygiene made several changes to their programs.

Gill, B., *1991 Departmental Assessment Report*, Office of Academic Assessment, Eastern Washington University, October 1991.

This report describes departmental assessment activities prior to October 1991.

Lapoint, E., *Department Program Assessment Report (1989-1990)*, Office of Academic Assessment, Eastern Washington University, October 1990.

This report includes both the questionnaire and the results requesting information regarding the use of surveys and the methods of assessment in major academic departments.

Lapoint, E., *Employer Focus Group Pilot Study 1991*, Office of Academic Assessment, Eastern Washington University, August 1991.

This report describes the results of two focus group interviews. One focus group was discipline specific and the other focus group was comprised of individual representatives of twelve regional firms, agencies, and institutions. The responses during focus group interviews have pointed to a need to include more writing in Eastern's curriculum.

Lapoint, E., *Outcomes Assessment at Eastern Washington University: A Progress Report Prepared for the Higher Education Coordinating Board Meeting November 14, 1990.* Office of Academic Assessment, Eastern Washington University, October 1990.

This report summarizes assessment activity at Eastern prior to October 1990.

Lapoint, F., *Assessment-Related Institutional Improvement at Eastern Washington University-An Interim Report*, Office of Academic Assessment, Eastern Washington University, December, 1990.

This report summarizes assessment-related institutional improvements at Eastern prior to December 1990.

Lapoint, E., Gill, B., *1990 Alumni Survey Report*, Office of Academic Assessment, Eastern Washington University, May 1991.

This report summarizes the responses of alumni who graduated between 1975 and 1989. The low response rate resulted in the local development of an alumni survey that was sent to 1990-91 graduates.

Lapoint, E., Gill, B., *University Survey of 1990-1991 Graduates*, Office of Academic Assessment, Eastern Washington University, November 1992.

This report summarizes the responses of 1990-91 graduates. The responses supported a decision to allocate resources for computer hardware and software for centers for

writing and mathematics. The responses pointed to an interest in the university's requiring computer literacy skills of its students. In response to this, there is a proposal before university committees for a computer literacy requirement for all students. It is anticipated that this requirement will be in place for all freshmen who enter Eastern in Fall 1994. The reasons indicated a medium to low level of satisfaction with advising at Eastern. As a result, an assessment project planned for the 1993-95 biennium is aimed at identifying students' needs in this area as well as the reasons for their dissatisfaction.

Swedberg, Lee and the Women's Studies Curriculum Committee, *Women's Studies Gender Integration Assessment Project Report*, Office of Academic Assessment, Eastern Washington University, October 1993.

This report summarizes the methods of gender integration into courses at Eastern by faculty who agreed to be interviewed for this project. The report also points out barriers to this process. It is noted in the report that faculty define gender integration in a variety of ways. It is suggested that students' perception of the degree to which their courses are gender-integrated would be a possible topic for a future study.

Academic Assessment staff, *Fall 1992 Cooperative Institutional Research Program (CIRP) Results*, Office of Academic Assessment, Eastern Washington University, April 1993.

This report provides summaries of selected items on the survey administered to incoming freshmen during the Summer 1992 Freshmen Orientations.

Academic Assessment staff, *College Student Needs Assessment Survey-Students Transferring to EWU for Fall 1992*, Office of Academic Assessment, Eastern Washington University, April 1993.

This report provides summaries of selected items on the survey administered to incoming transfer students during the Summer 1992 Transfer Student Orientations.

The Evergreen State College - Assessment Reports

Baker, Randy; *New Student Questionnaire Analysis: 1990 and 1991; 1993*

Describes major factors in the decision to enroll at Evergreen and differences in the constellation of factors between high students and transfer students, residents and nonresidents, males and females, and between students of color and white students.

Baker, Randy, et al; *Freshman Retention at The Evergreen State College*; 1993

Report of a student research team that conducted a survey of freshman students who elected not to return for their sophomore year at Evergreen. Identifies factors in the decision not to return and makes recommendations for improved freshman retention.

Brian, Richard and Willie Parson; *Tacoma Specialty Area Review;* 1992

Surveys and interviews were conducted with Tacoma Program faculty and staff to identify areas requiring improvement and propose new curricular initiatives. An all-program research project was added to Spring Quarter activities and the number of separate offerings in the curriculum was reduced to enhance program coherence as a result of the study.

Brown, Jovanna; *Environmental Studies Faculty: Teaching and Other Assignments 1987-88 to 1992-93;* 1993

A background document for the Environmental Studies review, this report chronicles faculty assignments to identify faculty with some affiliation with the Specialty Area during the past six years.

Cole, Rob et al; *Assessment of Group Interactive Skills Report;* 1991

Evaluated group process skills among upper division students in three academic programs. Suggested student perceptions of their own skills in group interaction were over-rated and that the level skill present was below faculty expectations for students with two or three years of experience at Evergreen.

DeDanaan, Llyn; *Seminar Study Guide and videotape;* 1992

Presents several video vignettes for use as "triggers" in faculty workshops intended to provoke faculty discussion of seminar practices and to improve seminar techniques. Used in September 1992 Core Faculty Workshops.

Diffendal, Elizabeth; *Assessment of the Impact of an Evergreen Education on the Life Satisfaction and Life Choices of Evergreen-Tacoma Campus Adult Graduates;* 1990

> Submitted as one of the Tacoma Program Review activities. Results were generally favorable and underscored the importance alumni attached to some of the central teaching strategies employed on the Tacoma Campus.

Diffendal, Elizabeth; *Working on a Core Faculty Team: a study guide and videotape;* 1992

> Presents several video vignettes for use as triggers in faculty development workshops intended to provoke discussions about collegiality and inclusion among faculty team members. Used in September 1992 Core Faculty Workshops.

Dobbs, Carolyn, et al; *Transcript Evaluation Report;* 1991

> Review of sample of Evergreen transcripts drawn from recent graduates. Concerns about coherent, non-duplicative roles for the three components of the transcript (student self-evaluations, program descriptions, and faculty evaluations of students) were raised. Recommendations for clear roles for each component were made along with specific suggestions for improvement of the student self-evaluation

Fiksdal, Susan; *Seminar Talk;* 1991

> The first of two, year-long evaluations of the seminar at Evergreen. This study highlighted an absence of continuing discussion of the conduct and the effectiveness of seminars among the faculty and documented considerable faculty frustration with the seminar.

Fiksdal, Susan; *Getting the Floor;* 1993

> The second major research project on seminars, this study analyzed attempts made by seminar participants to be heard or "get the floor" in seminar. Concerns about cultural differences and ease of seminar participation were raised. A list of major obstacles to "successful" seminars was put forward.

Harrison, Lucia and Cam Stivers; *MPA Program Review;* 1993

> A formal Program Review Report completed with assistance from Assessment funds for survey work of graduates and interviews with employers.

Herman, Steve; *Evergreen's B.S. Degree;* 1993

An evaluation of the importance to major state agency employers of a Bachelor's of Science degree, this report contained conflicting findings. When initially asked if a B.S. was required for a particular position personnel directors tended to respond affirmatively. On the other, when asked to refer to the actual language of the position requirements, very few positions required a B.S.

Hunter, Steve; *Entering Student GPA and Test Score Report;* 1989 - ; Annually

A routine report prepared annually circulated to the Enrollment Coordinating Committee and used to monitor trends in the preparation of entering students and to evaluate recruitment and admissions strategies.

Hunter, Steve; *Cooperative Institutional Research Program Freshman Survey Report;* 1989 - 1992; Annually

An annual report summarizing the responses of Evergreen's entering freshmen and comparing Evergreen freshmen with national norms. Results have been used in Core Faculty Workshops to describe significant differences between TESC freshmen and freshmen nationally.

Hunter, Steve; *New Student Questionnaire Report;* 1989

An annual report summarizing factors in the decision to enroll at Evergreen among entering students. Used to monitor and evaluate recruitment and admissions strategies.

Hunter, Steve; *Writing Skill Assessment: Self-Evaluations as Reflective Essays;* 1990

A longitudinal assessment of writing skill development utilizing a rating scale developed by Educational Testing Service. Findings indicated initial improvement followed by a plateau. Results of this study were later incorporated in a larger treatment of writing at Evergreen (see Thompson, "Writing and Thinking"; 1993).

Hunter, Steve; *Core Program Writing Assessment;* 1991

An evaluation of writing skill development in freshman-level programs, first writing assignments and year-end writing assignments were collected in each of Evergreen's 1990-91 Core Programs. Ratings were provided by Educational Testing Service. Statistically significant improvement was measured.

Hunter, Steve; *Current Student Satisfaction Survey Results;* 1988

A survey of student use of and satisfaction with an array of college services as well as satisfaction with curriculum. Results are communicated to student affairs staff and the Academic Deans.

Hunter, Steve; *Fall-to-Fall Retention Report;* 1989, 1991

A routine report charting trends in retention for various student cohorts. Used to evaluate retention goals. Circulated to Enrollment Coordinating Committee and Academic Deans.

Hunter, Steve; *Core Program Retention Study;* 1991.

An analysis of freshman retention by individual Core Program for three academic years. Charts retention from its peak in 1988 through two years of decline in 1989 and 1990. Presented to Academic Deans, Enrollment Coordinating Committee and Core Faculty to document declining retention and promote strategies from improvement.

Hunter, Steve; *Core Program Student Survey Results;* 1992

Results of a survey of currently enrolled freshman students in Winter 1992. Designed to identify sources of dissatisfaction and potential causes of attrition. Student perceptions of a lack of rigor and coherence in Core and concerns about sophomore level curricular choices were found. Presented to Academic Deans, full faculty, and to Core faculty.

Hunter, Steve and Russ Lidman; *Enrollment and Retention Data with Curricular Implications;* 1992

A summary of enrollment and retention data circulated to all faculty as a prompt for a series of workshops on improving teaching and learning. Resulted in a set of faculty-produced papers on improving freshman retention and the experience of transfer students. Submitted to Faculty Agenda Committee.

Hunter, Steve; *Cooperative Institutional Research Program: Four-Year Follow-up Study - 1985-1989;* 1990

A summary of TESC student and faculty responses to a 1989 follow-up of 1985 freshmen and a 1989 survey of TESC faculty. This was a national study conducted through UCLA based on CIRP data.

Hunter, Steve; *1988 Alumni Survey Results;* 1989

A summary of the 1988 Alumni survey circulated to Academic Deans, Enrollment Coordinating Committee, and the full faculty. Among many favorable findings, very low perceptions of quantitative skill development were found among a cross-section of recent alumni. Sparked considerable campus discussion and resulted in funding of Evergreen's Math Center.

Hunter, Steve; *1992 Alumni Survey Results;* 1993

A longitudinal follow-up building on the 1988 data. Also provides system-level data for HEC Board report on Alumni Satisfaction.

Hunter, Steve; *Comparative Data on Multiculturalism, Gender Issues, Teaching Methods and Institutional Climate;* 1991

Elaboration on the CIRP follow-up data, drawing specific comparisons between TESC and national norms on these topics. Presented to full faculty and Board of Trustees.

Kahan, Linda; *Curricular Pathways and Enrollment Patterns of Physical Systems and Chemical Systems Students 1987-90;* 1992

Course-taking pattern analysis commissioned by the Science, Technology and Health Specialty area in preparation for Program Review. With several other similar studies, raised questions about actual student use patterns and faculty intentions as well as potential overspecialization.

Margolin, Carrie; *Assessment Report for Science, Technology and Health: Psychology and Related Programs;* 1992

Course-taking pattern analysis commissioned by the Science, Technology and Health Specialty area in preparation for Program Review. With several other similar studies, raised questions about actual student use patterns and faculty intentions as well as potential overspecialization.

Marino, Rafael; *An Assessment of Mathematical Preparation at The Evergreen State College for Academic Years 1990-91 and 1991-92;* 1992

A transcript analysis of mathematics preparation at entry and exposure while enrolled at Evergreen, this report recommended that math modules at different levels through Core Programs and that these modules be related to the individual Core Program themes.

Mott, Paul and Steve Hunter, *'Greeners at Work: An Assessment;* 1991

A telephone survey of alumni and their employers or graduate school supervisors. Generally very favorable evaluations were received from employers and graduate school faculty. Alumni recommended additional attention by TESC faculty and staff to the transition to the workplace or graduate school.

Price, Brian; *Teaching and Learning at The Evergreen State College: An Assessment of Assessment Reports 1990-1993;* 1993

A recent effort at encapsulating assessment findings to-date for the faculty. Completed this summer and circulated this fall.

Price, Brian; *Evergreen's Multiculturalism: An Assessment of the College Catalogs;* 1993

An analysis of program descriptions and other catalog copy attempting to describe and evaluate the emergence of multicultural issues in the curriculum.

Reed, Josie; *Mathematics Assessment Project 1990-91;* 1991

An evaluation of quantitative skill development in general, and in particular, among Core Programs where the new Math Center had focussed its efforts.
Conclusions about success in Core are generally negative. In large measure, this responsible for our current effort to re-think strategies for math instruction across the curriculum.

Sepser, Dominique; *"First Draft" Video Documentary;* 1990

An early effort at promoting discussions of the improvement of teaching and learning on Evergreen's campus. Served to spark general interest in non-traditional approaches to assessment and has been used successfully on- and off-campus to introduce discussion of campus-based assessment.

Sepser, Dominique; *"Ways of Knowing" A Core Program* (video documentary); 1991

> A video-ethnography which follows the students and faculty in a 1989 Core Program titled "Ways of Knowing" through an entire academic year. Produced in four, stand-alone modules, the video tapes have been used in Faculty Workshops on effective teaching strategies.

Smith, Matt; *Environmental Studies and Its Future: An Assessment by Faculty;* 1993

> Based on faculty interviews, this report presents points of faculty agreement and difference on curriculum in our Environmental Studies Specialty Area. Strengths, weaknesses and obstacles to improvement are discussed. The report has been circulated to all Environmental Studies faculty, the Provost, Curriculum Dean and President.

Sparks, Paul and Phil Harding; *Expressive Arts Assessment Study: How Students Use our Curriculum;* 1993

> A pathway analysis comparing student use of the Expressive Arts curriculum with faculty intents and values. Raises a pointed question about over-specialization among arts students at Evergreen. This report awaits Specialty Area discussion during the Program Review scheduled for 1994-95.

Thompson, Kirk; *Learning at Evergreen: An Assessment of Cognitive Development;* 1991

> A longitudinal study based on student self-evaluations assessing cognitive development using the Measure of Intellectual Development based upon William Perry's Scheme of Intellectual Development. Significant improvement in cognitive complexity was measured during the freshman and senior years.

Thompson, Kirk; *Learning at Evergreen II: Writing and Thinking;* 1993

> A longitudinal study based on student self-evaluations focussing on writing skill development. Statistically significant improvement was measured. Yet, an early plateau in writing improvement suggested attention to writing skill development beyond Core. The quality of student self-evaluations was also criticized. Circulated to the full faculty and Academic Deans.

Tommerup, Peter; *Teaching and Learning at Evergreen: an ethnographic study;* 1993

A year-long evaluation of the "culture" of teaching and learning at Evergreen, this study is based on in-depth personal interviews with TESC faculty, staff, students and alumni. Excerpts from the full report have been used in faculty workshops to highlight tensions in the teaching and learning environment.

University of Washington - Assessment Reports

Beyer, C. and Graham, J. *The Interim Report, Interdisciplinary Writing Program,* University of Washington, Fall, 1992.

This report presented data gathered by the Junior/Senior Writing Study on study participants' first two quarters as UW juniors. The data indicated that juniors wrote papers at about the same rate as freshman and sophomores; however, there was a slight tendency for more informative papers and fewer which required arguments. Because this report was preliminary, covered only two quarters, and was not able to focus on writing within the majors to any great extent, it had only limited effects on curricular reform.

Beyer, C. and Graham, J., *The Freshman/Sophomore Writing Study 1989-1991.* Interdisciplinary Writing Program, University of Washington, 1992.

The purpose of this report was to describe students' writing experience (including students' perceptions of their experience) during their first two years at UW and to consider what role writing portfolios might play in the institutions' assessment of its general education curriculum. Among the results of the 102 participants were that students wrote an average of 12.8 papers over the two years, that writing required in college differed significantly from that done in high school, that one-third felt they had not done enough writing during their first two UW years, and that 83% felt they became better writers. The Freshman/Sophomore Writing Study and this report in particular were very influential in the recommended revision in writing requirements which has come out of the Faculty Senate Council on Academic Affairs and the College of Arts and Sciences Committee on General Education Reform.

Beyer, C., and Graham, J., *Freshman/Sophomore Writing Study Progress and Preliminary Results Reports Fall 1990.* Interdisciplinary Writing Program, University of Washington. 1990.

This report described the sample of the Freshman/Sophomore Writing Study, detailed the activities during the first year of the study, and listed activities planned for year two. The report also presented discussion of the links between high school and first term college writing. While in high school, students do most of their writing in English classes, and most writing is about literature or informative writing. College writing is quite different, more often requiring arguments about issues, event, and ideas. Thus, students have little experience with the kinds of papers they are asked to write at UW. This report has influenced the writing assignments and especially the explanations of instructors concerning their expectations for these papers.

Gillmore, G. M., and Basson, L., *The Entry-Level Initiative (ELI) at the University of Washington: What Have We Learned?* Office of Educational Assessment Reports, 93-2a, 1993.

> In 1989, the legislature allocated $3.8 million in permanent funds for the express purpose of enhancing UW undergraduate education. The ELI was the UW's response to this allocation. This report presented the results of an evaluation of the effects of ELI. Generally, the results of ELI were found to be consistent with its purposes: to increase students involvement in learning, to provide greater assistance to students outside of the classroom, to promote effective use of technology, to enhance the quality of T. A. teaching, and to more effectively manage large classes. Several areas of needed improvement were also found, most of which were spawned directly by ELI success (e.g., greater numbers of students demanding to be serviced by writing centers). Finally, several unanticipated benefits were highlighted. This report was useful for determining ELI was basically on-track, but also lead to some modifications of courses within the initiative.

Gillmore, G. M., and Basson, L., *The 1991 University of Washington Survey of Graduates: The Responses of Bachelor Degree Recipients.* Office of Educational Assessment Reports, 93-3, 1993.

> This report summarizes the results of the 1991 alumni survey, with particular emphasis on comparing students across colleges and College of Arts and Sciences subcolleges. The alumni survey also yields individualized reports for each department and college, which also supply comparative information. Included in both reports are data on job type, level, and income for working graduates and educational program of those furthering their education. The reports also include ratings of general education outcomes and general satisfaction with education within majors. The alumni survey represents an important source of information for department's end-of-program assessment.

Gillmore, G. M., *ASUW Ethnic Studies Requirement Survey.*, Office of Educational Assessment Reports, 93-2, 1993.

> One of the major issues on the UW campus is whether there should be an Ethnic studies or cultural pluralism requirement and, if so, what shape it should take. Student government solicited a survey of student opinion on these two components of the issue. The majority of students were in favor of a requirement if it did not add to the total number of general education hours required, and overall, more students preferred study of world groups than preferred other alternatives. This report became part of the argument which students made for the passage of a requirement. At the present, the requirement is still being debated by the Faculty Senate.

Gillmore, G. M., *End-of Program Assessment: A Progress Report.* Office of Educational Assessment Reports, 1993.

> This report was written at the specific request of the Board of Deans. It briefly summarized the recent history of end-of-program assessment, categorized and described strategies used by departments, and concluded with principles that appear to be important in making assessment work. This report was valuable for deans in that it informed them of the shape and extent of campus activities and for departmental planning in that it supplied them with ideas from other departments

Gillmore, G. M., *The Winter, 1992, Survey of University of Washington Seniors.*, Office of Educational Assessment Reports, 92-2, 1992.

> The Faculty Senate Council on Academic Standards sponsored a survey of 1000 randomly selected UW non-transfer seniors, 527 of whom responded. The purpose of the survey was to inform the campus community about such matters why relatively few students graduate in four years, student satisfaction with general education outcomes and advising, the impact on education of working, and general satisfaction with the UW educational program. Among the many intriguing results were that on average, students rated graduation requirements which take more than four years to complete and changing majors late or being late in declaring a major as the two most important reasons for an extended period of time to graduate. This survey was a major source of information for guiding the general education reform package which was developed by the Faculty Senate Council on Academic Standards to improve graduation rates and educational quality. This reform package is currently in front of the Faculty Senate, with passage predicted.

Gillmore, G. M., *Communication Skills of Students: Results of a Faculty Questionnaire.* Office of Educational Assessment Reports, 92-1, 1992.

> A special subcommittee of the Faculty Senate Council on Academic Standards was appointed to investigate the communication skills of students who are native and non-native speakers of English. To aid deliberations, questionnaires were sent to faculty to assess their perception of the extent to which attainment of course learning goals were hindered by students' lack of communication skills. Writing ability was perceived to be the greatest hindrance for both groups of students. Non-native students were also perceived to be deficient on other dimensions. The negative perception of writing abilities of all students was a surprising result which further reinforced the importance of revising the curriculum such that students are required to write more.

Gillmore, G. M., *University of Washington Undergraduate Capstone Courses, Practica and Internship Opportunities, and Feedback from Employers.* Office of Educational Assessment Reports, 91-6, 1991.

> As a beginning point for end-of-program assessment, a survey was done to develop a compendium of existing capstone courses, internship and practica opportunities, and programs for feedback from employers. Each of these three major categories are further subdivided into subcategories, such as whether there are multiple raters of the final products for capstone courses and whether internships are required, formal, or informal. The report was sent to all departments and gave us a beginning look at some of the end-of-program assessment opportunities that were already in place.

Gillmore, G. M., *The Courses of 1991 Graduates,* Office of Educational Assessment Reports, 91-5, 1991.

> All UW students must pass one of 12 courses which satisfy the Quantitative and Symbolic Reasoning (QSR) requirement. The purpose of this study was determine what course students actually took to pass the requirement. The results showed that while overall 62% satisfied the requirement with a math course, there was a great deal of variability across colleges of majors. This research informed the QSR committee and influenced both their course of research and the recommendations for curricular reform.

Gillmore, G. M., and Lowell, N., *The 1989-90 University of Washington Survey of Graduates: Bachelor Degree Recipient Results.* Office of Educational Assessment Reports, 91-3, 1991.

> This report summarizes the results of the 1989 - 1990 academic year alumni survey, with particular emphasis on comparing the students across colleges and College of Arts and Sciences subcolleges. The alumni survey also yields individualized reports for each department and college. These individualized reports also supply comparative information. Included in both reports are data on job type, level, and income for working graduates and educational program of those furthering their education. The reports also include ratings of general education outcomes and general satisfaction with education within majors. The alumni survey repre^_sents an important source of information for department's end-of-program assessment.

Gillmore, G. M., and Lowell, N., *The Cooperative Institutional Research Program (CIRP) Survey of University of Washington Freshmen: 1990 Results.* Office of Educational Assessment Reports, 91-2, 1992.

> The CIRP is a nationally-administered survey of student attitudes and values, aspirations and expectations, and demographics. It was administered to a sample of 500 regularly admitted and all specially admitted new freshman during the summer of 1990. This report translated the UW and comparative data emanating from UCLA into extensive graphs for presentation to the UW community. An accompanying survey of use of the information indicated that it had limited impact.

Gillmore, G. M., *The Number of Graduation Credits Obtained by 1989-90 University of Washington Baccalaureate Degree Recipients.* Office of Educational Assessment Reports, 90-6, 1990.

> This report presents an empirical study of the number of credits that graduating students actually obtained by major area of study. A great deal of variability was shown, from 255.5 in Pharmacy to 180.5 in Germanics. This report has been influential in the UW's attempts to reduce the time it takes students to graduate.

Gillmore, G. M., *Quality of Undergraduate Student Life: A Survey.* Educational Assessment Center Reports, 88-3, 1988.

> This survey was sponsored by the Faculty Senate, the Office of Student Affairs and student government. The questionnaire contained questions about a wide range of components of student life, from academic to social. The overall ratings of UW programs and services was positive, but some areas of discontent were evident. The study also found a relationship among living situation, working, and satisfaction. The results of the survey, covering a great deal of ground as they do, have been influential in many faculty and administrative deliberations about various academic and non-academic programs. In particular, the survey results were another source of information used in reforming the undergraduate curriculum.

Lowell, N. and Gillmore, G. M., *Survey of Older than Average Students at the University of Washington.* Office of Educational Assessment Reports, 90-4, 1990.

> This survey was co-sponsored by student government and the Office of Student Affairs. Its purpose was to determine the particular needs of older students and to uncover areas of existing discrimination. Generally, the study found older students to be satisfied with their UW experiences and to be more like traditional aged students than different. As a group, they did appear to have greater special needs deriving

from the diversity of their backgrounds and current involvement's. The results were presented to the Faculty Senate Council on Student Affairs and to the Vice President for Student Affairs. The general reaction was that the survey brought forth no serious problems that required attention.

Lowell, Nana, *The Cooperative Institutional Research Program (CIRP) Survey of University of Washington Freshmen: 1991 Results*. Office of Educational Assessment Reports, 92-4, 1992.

The CIRP is a nationally-administered survey of student attitudes and values, aspirations and expectations, and demographics. It was administered to a sample of 500 regularly admitted and all specially admitted new freshman during the summer of 1991. This report translated the UW and comparative data emanating from UCLA into extensive tables for presentation to the UW committee. Generally the results were very consistent with the results from the 1990 entering class.

Tinto, V. and Goodsell, A., *A Longitudinal Study of Freshman Interest Groups At the University of Washington*. National Center for Postsecondary Teaching, Learning, and Assessment, Syracuse University, 1992.

Two panels of students were followed over the course of their first year at UW, one consisting of Freshman Interest Group (FIG) members, another of non-FIG students. Results showed that the FIG students had relatively more positive views of other students, the campus climate, and their involvement in the university. Further, the FIG students had a greater first year GPA and a lower attrition rate. These differences persisted after controlling for sample differences. These results lead to further expansion of the FIG program such that it has become available to more freshman and to new transfer students as well.

The Assessment of Quantitative and Symbolic Reasoning Skills: 1989-91 Final Report. University of Washington Ad Hoc Committee on Assessment of Quantitative and Symbolic Reasoning Skills, 1991.

The Ad Hoc Committee on Assessment of Quantitative and Symbolic Reasoning Skills (QSR) was appointed by the Provost to study the QSR requirements and make recommendations. The Committee developed three tests, two of which it administered to a sample of UW seniors. The results of this study indicated that from one-half to one-third of the sample tested were below reasonable levels of QSR ability. The Committee recommended that the requirement should be changed so as to promote greater teaching of QSR across the curriculum. As a result of this work, QSR reform has been included in the general education reform package currently in front of the entire faculty senate.

1993 Decennial Accreditation Self-Study, Office of the Provost, University of Washington, 1993.

The self-study document, 475 pages in length, is divided into two major sections -- six themes to highlight the UW's decision to focus its self study on undergraduate education, and eleven standards of the Northwest Association of Schools and Colleges Commission on Colleges. The six themes were Quality of Access, Development of Expertise, Learning to Live with Others, Environment of Learning, a Faculty Portrait, and Advanced Learning. Assessment was a separate item within development of expertise. Preparation of this report enjoyed extensive faculty and administration participation and effort. The breadth and depth of this endeavor forced the attention of the campus community on undergraduate education as never before.

Washington State University - Assessment Reports

1988

Bettas, George A. et al. (Fall 1988) *Washington State University Entering Student Survey, A Study of the 1988 WSU Entering Students*, Student Affairs Research, Office of Student Affairs, Washington State University.

This report presents the findings of a survey administered to freshman students who attended the New Student Orientation program during the summer of 1988 and who registered for the Fall 1988 semester at WSU. The questionnaire is based on the Student-Outcomes Information Service provided by NCHEMS and the College Board. The survey obtained information about student current and ultimate degree goals, factors influencing students' decision to come to WSU, sources of information about WSU, how students expect to pay for college, and background characteristics of students. This survey and its findings were used by Student Affairs in planning programs for new students and in revising New Student Orientation.

1989

Bettas, George A. et al. (Fall 1989) *Washington State University Entering Student Survey, A Study of the 1989 WSU Entering Students*, Student Affairs Research, Office of Student Affairs, Washington State University.

This report presents the findings of a survey administered to freshman students who attended the New Student Orientation program during the summer of 1989 and who registered for the Fall 1989 semester at WSU. A total of 1,655 students responded to the survey. The questionnaire is based on the Student-Outcomes Information Service provided by NCHEMS and the College Board. The survey obtained information about student current and ultimate degree goals, factors influencing students' decision to come to WSU, sources of information about WSU, how students expect to pay for college, and background characteristics of students. This survey and its findings were used by Student Affairs in planning programs for new students and in revising New Student Orientation.

Bushaw, Donald W. (Spring 1989) *Employer Satisfaction Survey*, Office of the Vice Provost for Instruction, Washington State University.

This report describes a survey of employers who recruit Washington State University students, conducted in Fall of 1988. The survey was conducted by the Office of the Vice Provost for Instruction at WSU. The questionnaire was mailed to 380 employers, of which 279 returned questionnaires, and 190 were found to be completed and usable. The questionnaire asked employers to rate their satisfaction with WSU graduates they had employed, on twentysix characteristics, and asked for specific comments on further improvement needed by WSU graduates. The results of the survey were distributed to administrators and college deans for use in planning curricular changes and improvements.

Jorgensen, Randy. et al. (Fall 1989) *WSU Residence Life and Housing, Residence Hall Program Evaluation Information: Fall 1989*, Residence Life, Washington State University.

This report is a synopsis of a variety of information collected by the Department of Residence Life and Housing at WSU. The report includes information on 1) occupancy rates in residence halls, 2) results from a survey of residents' satisfaction, 3) staff evaluation ratings, 4) results of a survey of staff work climate and attitudes, 5) mid-year staff turnover data, 6) educational programming information, 7) residence hall grade point averages, 8) incident report data, 9) damage cost charges, and 10) the anticipated profit and loss operating statement for January 1990. This information is used by Residence Life and Housing to identify problem areas and to improve living and working conditions for WSU students.

1990

Ahson, Nancy L. and Ann T. McGuigan (November, 1990) *Guide for End-of-Program Student Outcomes Assessment*, Office of the Vice Provost for Instruction, Washington State University.

The guide provides departmental faculty with a general overview of what student outcomes assessment is all about and gives a brief history of assessment both nationwide and statewide. The guide describes some general guidelines for departments designing end-of-program assessment plans, and gives thorough descriptions of different approaches to assessment. Each description includes a definition of the approach, a discussion of its purpose, design, administration, and collection of results, costs involved, amount of time needed, degree of faculty

involvement, number of students required, and a list of benefits and limitations of the approach. The guide also includes several useful appendices, including a list of useful references on student outcomes assessment, a description of how to develop department and program objectives for student learning, standards for selecting and evaluating standardized tests, guidelines for evaluating criterion-referenced tests, a list of existing end-of-program assessment practices at WSU, information on sampling for assessment, and an example of how to prepare a report on end-of-program assessment. This guide was very widely distributed on campus to department chairs, and also off-campus to faculty at other institutions in the state. Departments used this guide for developing their own end-of-program assessment plans.

Bettas, George A. et al. (1990) *Image of Washington State University, A Study of Washington State High School Students Who Plan to Enroll in College*, Student Affairs Research, Office of Student Affairs, Washington State University.

This report presents the results of a telephone survey of high school students in Washington State who plan to enroll in college. The purpose of the survey was to learn more about how high school students view WSU in comparison to other college choices, so that WSU could do a better job in its enrollment planning process. The sample for the survey cam from a list of high school students who had just completed their junior year in Washington State. A total of 1,546 students were contacted, of which 570 completed interviews. The report describes the procedures, the questionnaire, and the results of the survey. The results were used by Student Affairs to improve the enrollment planning process at WSU, and were used to develop new ways of contacting prospective students.

Bettas, George A. et al. (Fall 1990) *Washington State University Entering Student Survey, A Study of the 1990 WSU Entering Students*, Student Affairs Research, Office of Student Affairs, Washington State University.

This report presents the findings of a survey administered to freshman students who attended the New Student Orientation program during the summer of 1990 and who registered for the Fall 1990 semester at WSU. A total of 1,641 students responded to the survey. The questionnaire is based on the Student-Outcomes Information Service provided by NCHEMS and the College Board. The survey obtained information about student current and ultimate degree goals, factors influencing students' decision to come to WSU, sources of information about WSU, how students expect to pay for college, and background characteristics of students. This survey and its findings were used by Student Affairs in planning programs for new students and in revising Orientation.

Bettas, George A. et al. (1990) *Health and Wellness Survey, A Study of the Health and Wellness of the 1990-1991 WSU Students*, Student Affairs Research, Office of Student Affairs, Washington State University.

This report describes the results of a self-administered survey of 301 WSU students, about their attitudes and perceptions of health and wellness behaviors and characteristics. The results were used by Student Affairs to identify needed programs for students, particularly in the area of alcohol, exercise and fitness, sexuality, and health insurance.

Randy Jorgensen, et al. (Fall 1990) *Residence Hall Satisfaction Survey, Fall 1990* Residence Life, Washington State University.

This report presents the findings of a survey of students in WSU residence halls. The purpose of the survey was to determine how satisfied or dissatisfied students were with different aspects of their experiences while living in residence halls. The information from this survey is shared with all residence hall directors and staff, and is used by the Department of Residence Life and Housing to identify areas of needed improvement.

1991

Bettas, George A. et al. (Fall 1991) *Washington State University ACE/CIRP Survey A Study of the 1991 Entering Students.* Student Affairs Research, Office of Student Affairs, Washington State University.

This report summarizes the findings of WSU's first participation in the Cooperative Institutional Research Program (CIRP) freshman survey. This is a nationwide survey of freshman students, with national norms for a variety of questions about the background characteristics and attitudes of freshman students. This report presents the results of a sample of 410 entering freshman students at WSU who completed the CIRP questionnaire during summer orientation. The report is organized into eight sections, and the results are compared with the 1991 normative scores. Comparisons are made between men and women students, where appropriate. The results of this survey are used to identify differences between WSU students and most other students, for better planning of programs for students. The results of this survey are also provided to the Higher Education Coordinating Board (HECB) for compilation with the results of other institutions in the state.

Bettas, George A. et al. (Fall 1991) *Washington State University Entering Student Survey, A Study of the 1991 WSU Entering Students*, Student Affairs Research, Office of Student Affairs, Washington State University.

This report presents the findings of a survey administered to all freshman entering students who attended fraternity rush, sorority rush and/or who lived in WSU residence halls during Fall 1991 at WSU. A total of 1,529 students responded to the survey. The questionnaire is based on the Student-Outcomes Information Service provided by NCHEMS and the College Board. The survey obtained information about students' current and ultimate degree goals, factors influencing students' decision to come to WSU, sources of information about WSU, how students expect to pay for college, and background characteristics of students. This survey and its findings were used by Student Affairs in planning programs for new students and in revising Orientation.

Bettas, George A. and Lisa Haggerty (Spring 1991) *Former Student Survey*, Student Affairs Research, Office of Student Affairs, Washington State University.

This report describes the findings from a questionnaire administered to all students who left WSU at some point during the Fall of 1990 or Spring 1991. One hundred-nineteen students responded to the survey. The questionnaire provides baseline data on demographic characteristics, former educational and occupational goals, future educational plans, reasons for leaving WSU, and an evaluation of a number of student services provided by WSU. The questionnaire is a locally developed instrument which is based on similar questionnaires from the NCHEMS program. The results of this study have been used by Student Affairs to identify trends in why students leave WSU.

Bettas, George A. (1991) *Washington State University 1990-1991 Admissions Questionnaire, Volume One*, Student Affairs Research, Office of Student Affairs, Washington State University.

This report presents the first half of the results of a survey conducted with students who requested application information from WSU. The survey obtained information on background characteristics, reasons for choosing WSU, and on what factors students use in their decision to attend a specific college or university. The report compares the responses of students who chose to attend WSU with the responses of students who chose not to attend WSU. The results were used by Student Affairs to improve the enrollment planning process at WSU, and were used to develop new ways of contacting prospective students.

Bettas, George A. (1991) *Washington State University 1990-1991 Admissions Questionnaire, Volume Two,* Student Affairs Research, Office of Student Affairs, Washington State University.

This report presents the second half of the results of a survey conducted with students who requested application information from WSU. This part of the report presents results by respondents' county of residence. The results were used by Student Affairs to improve the enrollment planning process at WSU, and were used to develop new ways of contacting prospective students.

Bettas, George A. et al. (January 1991) *Washington State University Graduate Survey,* Student Affairs Research, Office of Student Affairs, Washington State University.

This report presents the results of a mail survey of students who graduated from WSU in May 1990. The purpose of the survey was to evaluate how satisfied WSU graduates were with certain aspects of their undergraduate experience. The survey was mailed to 1,541 graduates during the summer of 1990, and a response rate of 42% was achieved. The survey was developed by Student Affairs and included fourteen questions generated by the Interinstitutional Committee of Academic Officers (ICAO) Task Force on Assessment. These fourteen items are common to the graduate surveys of all four year institutions in the state. The results of this survey were used by WSU to identify problem areas. For example, the survey found that graduates felt that WSU's advising system was not helpful. As a result of this finding, WSU has made major changes and improvements in its advising processes.

Bettas, George A. et al. (January 1991) *WSU Graduate Survey, A Study of the 1990 Washington State University Graduates,* Student Affairs Research, Office of Student Affairs, Washington State University.

This report presents the results of a mail survey of students who graduated from WSU in May 1990. This report is similar to the overview report described above, but provides more detail for individual colleges. The results of the survey are presented separately for each of the eight colleges at WSU, including: Business and Economics, Agriculture and Home Economics, Education, Engineering and Architecture, Intercollegiate Center for Nursing Education, Pharmacy, Science and Arts, and Veterinary Medicine. The results were disseminated to all college deans, and were used by colleges to identify potential problem areas in undergraduate programs.

Marczynski, Jerry and Jane Parker and Cindy Empey (1991) *The Freshman Focus Hall: Building Partnerships with the Academic Community*, Presented at the 43rd Annual ACUHO-I Conference, University of British Columbia. Residence Life, Washington State University.

This is a description of WSU's peer advisor program and a discussion of the beginnings of the "Pride in Achieving Wazzu Success (PAWS) program. The PAWS program is one of the primary initiatives undertaken within the scope of the freshman year experience. The Curriculum Advisory Program at WSU is responsible for assigning and monitoring academic advisors for all freshmen students. The Peer Advisor Program was established within that office to operate as a central campus resource for students. The report describes how the implementation of this system of peer advisors has helped to improve the advising process at WSU. The report was used to document WSU's efforts at improving the advising process at WSU, and to acquaint others with the procedures and consequences associated with this change.

Tarnai, John (1991) *Intermediate Assessment of Quantitative Skills, Report of the 1991 Pilot Test*, Subcommittee on Quantitative Skills Assessment, Washington State University.

This report describes the procedures used to conduct an assessment of the quantitative skills of WSU students, and the results of this assessment for the 1990-1991 fiscal year. The assessment instrument developed for the pilot test consists of four parts, with six questions in each part. Part I (fundamentals) tests students' understanding of basic mathematical processes. Part II (algebra, geometry, & trigonometry) tests students' ability to apply principles of algebra, geometry, and trigonometry. These two parts of the test are completed by all students. Part III (calculus) tests students' knowledge of calculus, and is completed only by students who have completed a college-level calculus course or who have received advanced placement credit for calculus. Part IV (optimization and statistics) tests basic mathematical concepts taught in courses on statistics and business economics, and is completed by all students who do not complete the calculus part of the test. Two versions of the test were developed and used. In the Spring of 1991 a convenience sample of 29 classes was selected to participate in the quantitative skills assessment. The test was administered during April and May of 1991. A total of 813 students from 29 separate classes and 12 courses participated in this assessment during the Spring semester of 1991. The report has been used to continue the development of WSU's assessment of quantitative skills.

Tarnai *Assessment at Washington State University, a Progress Report: Fall 1991*, Washington State University

This report describes WSU's progress at implementing the assessment mandate through 1991. The report provides a brief overview of the assessment mandate and the reasons that assessment is important to WSU. The report describes the most significant assessment activities that WSU has undertaken, and some of the assessment results that are available. This report has been widely disseminated to administrators and college deans, and has been used to make WSU faculty and staff aware of assessment at WSU.

1992

Haswell, Richard H. et al. (June 1992) *Follow-Up Study of the Washington State University Writing Placement Examination, Academic Year 1991/2*, Washington State University.

This report describes the results of WSU's writing placement examination. The placement examination was administered to entering freshmen students during summer orientation and during registration week of 1991. The exam gave students an hour and fifteen minutes to compose an essay on a topic described by a paragraph-sized quotation. Students were given fifteen minutes in which to read the written passage and organize their thoughts prior to the actual writing task. The topics presented to students demanded one of four different rhetorical tasks: (1) to commit to one of a number of conflicting views, (2) to solve a complex problem in a workable way, (3) to discuss a controversial issue more accurately or honestly, or (4) to take the most useful angle on a complicated issue. Eleven different quotations were used for the placement exam. Placement essays were evaluated twice, once by an instructor, and the second time by an administrator for the writing program. A total of 1,540 students took the writing placement examination and were placed. Approximately 400 entering freshmen were not tested, but will have an opportunity to take the exam prior to the Spring 1992 semester. Over 76% of students taking the examination were placed into English 101. Only eight percent of students were placed into English 100, and another thirteen percent were placed into English 101 plus English 102 writing laboratory. One percent of students were placed into ESL English classes, and one percent were exempted from English 101. In comparison with 1990, the use of the placement examination led to fewer students being placed into English 100 this year, but more students being placed in English 101 and 102, which includes additional tutorial work in the Writing Laboratory. This report was used to identify needed changes to the examination, and is being used as a baseline report so that results of future administrations may be compared.

Bettas, George A. et al. (Fall 1992) *Washington State University 1991 Graduate Report,* Student Affairs Research, Office of Student Affairs, Washington State University.

This report presents the results of a mail survey of students who graduated from WSU in May 1991. The purpose of the survey was to evaluate how satisfied WSU graduates were with certain aspects of their undergraduate experience. The survey was mailed to 1,515 graduates approximately one year after their graduation, in June 1992. Of these, 567 were returned, for a response rate of 40%. The survey was developed by Student Affairs and included fourteen questions generated by the Interinstitutional Committee of Academic Officers (ICAO) Task Force on Assessment. These fourteen items are common to the graduate surveys of all four year institutions in the state. The results of this survey were used by WSU to identify problem areas.

Tarnai, John (Spring 1992) *Assessment of Employer Information,* Washington State University.

This report presents the results of a survey of academic departments at WSU about the extent and type of contact with employers. Many academic departments at WSU regularly rely on employer contacts for information about aspects of their curricula, as well as for assistance in identifying internship opportunities for their students. The survey was conducted in Fall of 1992, and over 42 departments responded to the survey. The results indicate that there is substantial contact between departments and employers about curricular issues. This report has been disseminated to colleges and departments to encourage continued efforts at obtaining employer input into curricular development.

1993

Bettas, George A. et al. (May 1993) *A Study of the 1992 Washington State University Entering Freshmen,* Student Affairs Research, Office of Student Affairs, Washington State University.

This report summarizes the findings of WSU's second year of participation in the Cooperative Institutional Research Program (CIRP) freshman survey. This is a nationwide survey of freshman students, with national norms for a variety of questions about the background characteristics and attitudes of freshman students. This report presents the results of a sample of 670 entering freshman students (out of 2,035 total full-time entering students) at WSU who completed the CIRP questionnaire during summer orientation. The report compares WSU students with

the national norms for comparison schools. The results of this survey are used to identify differences between WSU students and most other students, for better planning of programs for students. The results of this survey are also provided to the Higher Education Coordinating Board (HECB) for compilation with the results of other institutions in the state.

Tarnai, John (April 1993) *Assessment at Washington State University, A Progress Report Spring, 1993*, Washington State University.

This report describes WSU's progress at implementing the assessment mandate through 1993. The report provides a brief overview of the assessment mandate and the reasons that assessment is important to WSU. The report describes the most significant assessment activities that WSU has undertaken, and some of the assessment results that are available. This report has been widely disseminated to administrators and college deans, and has been used to make WSU faculty and staff aware of assessment at WSU.

Tarnai, John et al. (Spring, 1993) *Draft Assessment Plan for General Education*, Washington State University.

This report describes a draft plan for assessing WSU's new General Education Curriculum. The plan was drafted by a subcommittee of WSU's General Education Committee. One major goal was to design an assessment which could also address the need for an assessment of general reasoning skills of WSU students, and which could become a part of WSU's overall workplan for assessment. The report for the most part suggests using elements of WSU's current assessment workplan to assess General Education. To assess general reasoning skills, the report suggests adding an additional prompt to the portfolio writing assessment (the intermediate assessment of writing skills), which could be used to look for evidence of reasoning skills. The plan is currently under review by the full General Education Committee, and when finalized will be used to implement the assessment plan.

Tarnai, John & Stanton Smith (May 1993) *End-of-Program Assessment at Washington State University: Department Plans and Experiences*, Washington State University.

Over 60 academic departments at WSU submitted plans for end-of-program assessment two years ago. Departmental plans include the use of standardized tests, internships, capstone courses, portfolio assessments, home-grown tests, and sometimes combinations of these. A number of departments have begun end-of-program assessment and have reported results. The first half of this report provides an overview of end-of-program assessment plans and how they are being implemented

at WSU. The second half describes the experiences of the College of Business and Economics in implementing the ETS Major Field Achievement test for end-of-program assessment. This report has been used to acquaint academic departments with end-of-program assessment plans of WSU departments.

Tarnai, John (Fall 1993) *Summary of Departmental End-of-Program Assessment Reports For FY 1992-93,* Washington State University.

This report describes the end-of-program assessment reports submitted by academic departments for the 1992-93 academic year. Over half of the departments at WSU have submitted reports that describe how assessments were implemented, what the results were, and how the results were used. This report presents a brief summary of each departmental report, and the number of students assessed by each department. The report is used to verify implementation of end-of-program assessment, to identify departments needing help with end-of-program assessment, and to identify departments that are doing a superior job.

Western Washington University - Assessment Reports

Simpson, C. (May, 1988). *The Western Washington University Student Survey Series (Volume One: Western Washington University Students).* Bellingham, WA: Office of Survey Research, Western Washington University.

General backgrounds on students; information on WWU's non-graduates; shapes of educational careers.

Simpson, C., Buck, K. (May, 1988). *The Western Washington University Student Survey Series (Volume Two: Student Experiences and Perceptions).* Bellingham, WA: Office of Survey Research, Western Washington University.

Non-academic and academic experiences; changes in former students' satisfaction with WWU; satisfaction with courses in major.

Simpson, C. (May, 1988). *The Western Washington University Student Survey Series (Volume Three: Western Washington University Students Five Years Later).* Bellingham, WA: Office of Survey Research, Western Washington University.

After five years away from WWU, former students' educational attainment, employment, quality of life, and more.

McKinney, G.R., Trimble, J.E., Andrieu-Parker, J.M. (September, 1990). *A Profile of Selected Characteristics of the Spring 1990 Western Washington University Graduating Class* (Report 1990-01). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University.

Annual report profiling WWU graduates: GPA, major, college of graduation, etc.

Thorndike-Christ, T.K., Trimble, J.E., Andrieu-Parker, J.M. (February, 1991). *The Relationship between Academic Performance, Students' Admission Status, and Selected Student Characteristics* (Report 1991-01). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University.

Analyses of the relationship between a student's admission status, GPA, and other student characteristics.

McKinney, G.R., Trimble, J.E., Andrieu-Parker, J.M. (February, 1991). *Systemwide Indicators for Western Washington University* (Report 1991-02). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University.

> Headcount, high school GPA, and pre-college tests scores of WWU freshmen classes analyzed by gender, admit status, and ethnicity. Part of WWU's report to the Assessment Task Force and HEC Board.

McKinney, G.R., Thorndike, R.M., Trimble, J.E. (February, 1991). *Summary Report of Admissions and Graduation Requirements of Selected Units and Programs at Western Washington University* (Report 1991-03). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University.

> As of the publication date, admission and graduation requirements at the academic unit; included reportage on foundations courses, audition, and GPA standards for admission, and capstone courses, internships, and senior project/theses for graduation.

McKinney, G.R., Andrieu-Parker, J.M., Thorndike, R.M., Simpson, C., Trimble, J.E. (March, 1991). *Survey of Employers' Satisfaction with Western Washington Graduates* (Report 1991-04). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University.

> The impressions of personnel managers and direct supervisors of the WWU graduates employed by their businesses.

Thorndike-Christ, T.K., Thorndike, R.M., Andrieu-Parker, J.M., McKinney, G.R., Trimble, J.E. (April, 1991). *The Cooperative Institutional Research Program (CIRP) Survey of Western Washington University Freshmen: A Comparison of the 1985 and 1989 Incoming Classes* (Report 1991-05). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University.

> Findings from the 1985 and 1989 CIRP surveys-attitudes, perceptions, etc., of first-time, incoming freshman.

Thorndike-Christ, T.K., Andrieu-Parker, J.M., Trimble, J.E. (May, 1991). *The Math Placement Tests: Relationships to Mathematics Course Performance, Mathematics Course Selection, and Other Predictors of Academic Achievement* (Report 1991-06). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University.

> Commissioned by WWU's Mathematics Department, this report analyzed the effectiveness of the intermediate and advanced MPT in relation to WWU's population

of students; the study resulted in adjustment of MPT cut-off scores at WWU, and is an example of the advantageous use of assessment as an "in-house" tool for change.

Thorndike-Christ, T.K., Andrieu-Parker, J.M., Trimble, J.E. (June, 1991). *An Addendum to The Math Placement Tests: Relationships to Mathematics Course Performance, Mathematics Course Selection, and Other Predictors of Academic Achievement* (Report 1991-06a). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University.

Extended the analysis of the above report to include the basic algebra MPT.

Thorndike-Christ, T.K., Andrieu-Parker, J.M., Trimble, J.E. (June, 1991). *A Comparative Analysis of the Academic Performance of Native and Transfer Students* (Report 1991-07). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University.

The second of two reports looking for variance in the academic performance of native (entered WWU as a freshmen) and two-year transfer students. Found no effective difference.

McKinney, G.R., Andrieu-Parker, J.M., Trimble, J.E. (August, 1991). *Analysis of Student Essay Writing Skills in Entry-Level English Composition Courses at Western Washington University* (Report 1991-08). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University.

Commissioned by WWU's Composition Program in the Department of English, this report analyzed the results of graded writing samples taken from students in English 100 and 101 classes; like the MPT report, the student resulted in direct, positive internal policy changes.

McKinney, G.R., Andrieu-Parker, J.M., Trimble, J.E., (January, 1992). *A Profile of Selected Characteristics of the Spring 1991 Western Washington University Graduating Class* (Report 1992-01). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University.

Annual report profiling WWU graduates: GPA, major, college of graduation, etc.

McKinney, G.R., Andrieu-Parker, J.M., Trimble, J.E. (April, 1992). *Selected Characteristics for a Decade of June Graduating Classes at Western Washington University:* 1981 to 1991 (Report 1992-02). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University.

> Profiled WWU Spring graduating classes 1981 to 1991; included analysis by admit status, ethnicity, age, and gender while looking at GPA, major, college of graduation, quarters and credits taken, etc.

McKinney, G.R., Andrieu-Parker, J.M., Trimble, J.E. (April, 1992). *An Analysis of the Effects of a Readjustment of the Math Placement Test Cutoff Scores* (Report 1992-03). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University.

> A follow-up one year later to the MPT analysis; concluded that the new cut-off scores utilized were effective at placing students in mathematics courses appropriate to their skill level.

Simpson, C., McKinney G.R., Andrieu-Parker, J.M., Trimble, J.E. (June, 1992). *Western Washington University Alumni Attitudes and Perceptions of Their Undergraduate Experiences-1987 and 1989* (Report 1992-04). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University.

> A report that combined data from two similar surveys that in addition to an overall analysis, allowed reportage tailored to all but the smallest of academic units at WWU.

Gould, G.S., McKinney, G.R., Andrieu-Parker, J.M., Trimble, J.E. (July, 1992). *Western Experience Survey* (Report 1992-05). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University.

> A student experience survey with a particular interest in gender issues; found that overall WWU provided a positive environment for all students, and particularly for females.

McKinney, G.R., Andrieu-Parker, J.M., Trimble, J.E. (August, 1992). *The Cooperative Institutional Research Program (CIRP) Survey of Western Washington University Freshmen for the 1991 Incoming Class (Report 1992-06).* Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University.

> Findings from the 1991 CIRP survey; the survey measures the attitudes and perceptions of first-time, incoming freshmen.

Wharton, D.A., McKinney, G.R., Andrieu-Parker, J.M., Trimble, J.E. (September, 1992). *Chose Not to Enroll: Survey Results of Nonenrolled Students Admitted to Western Washington University* (Report 1992-07). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University.

> Commissioned by the Admissions Office, the report analyzed findings from a survey of students admitted to WWU who ultimately chose not to enroll at WWU.

Hayes, P.E., McKinney, G.R., Andrieu-Parker, J.M., Trimble, J.E. (January, 1993). *The Everett Human Services Program: Alumni Attitudes and Perceptions* (Report 1993-01). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University.

> Commissioned by the Everett Human Services Program, this report analyzed the findings from a survey of program graduates. Overall, findings indicated that alumni were well satisfied with their education; moreover, most were working within the local area.

Simpson, C., Gregson, J., Clark, L., McKinney, G.R., Trimble, J.E. (June, 1993). *Academic Advising at Western: Some Feedback from Alumni* (Report 1993-02). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University.

> Commissioned by the Academic Advising Center, this report analyzes findings from the 1992 survey of 1991 WWU alumni that addressed issues specifically related to academic advising.

Senecal, B.A., McKinney, G.R., Trimble, J.E. (August, 1993). *The Relationship Between Participation in the Access Program and the Academic Achievement and Retention of Minority and Non-Minority First-year Undergraduates* (Report 1993-03). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University.

> A report assessing the success of the Access Program, a proactive program implemented by the Academic Advising Center to encourage increased academic achievement and retention among minority students and students admitted at higher risk of academic failure.

McKinney, G.R., Andrieu-Parker, J.M. Trimble, J.E., (August, 1993). *The Evolving Character of WWU Freshmen: Analyses of CIRP Surveys from 1971 through 1991* (Report 1993-04). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University.

Using data compiled from six CIRP surveys administered between 1971 and 1991, this report tracks the changing attitudes and perceptions of incoming freshmen at WWU.

McKinney, G.R., Trimble, J.E., Andrieu-Parker, J.M. (September, 1993). *The Cooperative Institutional Research Program (CIRP) Survey of Western Washington University Freshmen for the 1992 Incoming Class* (Report 1993-05). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. Findings from the 1992 CIRP survey; the survey measures the attitudes and perceptions of first-time, incoming freshmen.

State Board for Community and Technical Colleges - Assessment Reports

Vocational Outcomes in Washington Community Colleges: A baseline Report on Vocational Student Outcomes Report 90-2, October, 1990

> Reports the findings from: a survey followup of a sample of former vocational students from community college; a comprehensive data-matching process to identify employment information for former vocational students; and an employer survey conducted as part of the statewide "Investment in Human Capital" study

Adult Basic Education in Washington Community Colleges: A Followup Study of Former ABE General Education Students Operations Report 91-1, May, 1991

> Reports results of face-to-face interviews with ABE students who left the college at the end of Winter Quarter, 1989 and had not re-enrolled. The findings describe student perceptions of gains from the program--both cognitive and affective--and includes recommendations for action and further study.

Assessment of Meeting Employer Needs and the Labor Market Experience of Job Upgrading and Retraining Students in Washington Community Colleges: A Baseline Report Operations Report 91-3, June, 1991

> Describes the results of a student survey and focus groups with job upgrading students and employers who fund upgrading via tuition reimbursement or by contracting for classes. The findings depict gains expected by students who enroll to upgrade their job skills.

Accessing and Using Data on Student Retention Participant Teleconference Manual, October 29, 1992

> Provides a detailed description of ways to understand and analyze student retention data in the context of community colleges, including specific data and reports available through the Washington community and technical colleges information systems.

Findings from Three Years' Data match for Vocational Followup Research Report 92-3, November, 1992

> A summary of findings and trends for three years of data from an administrative data-matching process for the vocational students in the classes of 1987-88, 1988-89, and 1989-90, examining both educational achievement and employment outcomes indicators

Summary of Community College Institutional Assessment Activities, 1991-92 Operations Report 93-1, January, 1993

> A compilation and synthesis of the end-of-year assessment reports filed by all of the community colleges with the State Board, describing their assessment activities, findings, and related campus improvements for 1991-92

Highlights from Assessment Projects Related to Writing Outcomes, 1990-92 January, 1993

> A compilation and synthesis of findings and recommendations from three major assessment-related activities sponsored by the State Board related to writing outcomes: a faculty survey on writing across the curriculum; a working retreat of both community college and four-year faculty convened to discuss issues related to assessing and teaching writing; and a set of roundtable discussions of the 300 or so participants at the 1992 statewide assessment conference

Community and Technical College Role in Education of Students of Color Research Report 93-1, February, 1993

> Reviews results from various research and analysis projects related to the commitment of the system in meeting the educational needs of adult people of color. Data reported relate to access, retention, graduation, and faculty.

Extracting Data from Student-Related Databases Participant Teleconference Manual, March 11, 1993

> Offers detailed information about the processes through which community colleges can extract student data from the existing databases for institutional planning purposes, including addressing assessment-related accreditation questions

1993 Quantitative Skills Project Campus Visits Report September, 1993

A summary of on-site visits to almost all of the community colleges and four-year institutions in Washington, focusing on the current major approaches and issues related to teaching and assessing quantitative skills at the college level

1993 Quantitative Skills Project: Assessment Task/Item Retreat Report September, 1993

A description of a working retreat for community college and four-year faculty designed to begin the development of a pool of assessment items related to major math/quantitative skills outcomes for college students (includes examples of the assessment tasks done so far) for eventual distribution statewide for use in the assessment of quantitative skills

Accountability Plan for Training Programs--ESHB 1988, Workforce Employment and Training Act October, 1993

Describes a thorough plan for addressing the accountability issues related to the implementation of the Workforce Employment and Training Act, including outcomes for both program participants and employers

1993-95 Assessment Plan Outline

1993-95 Assessment Plan Outline

Activity	Implementation	Results	Uses
rea: Baseline Student Data			
SIS Baseline Update Objective (Obj): to maintain current information on university students	ongoing		The information will be used to determine factors that are related to students' success in a variety of programs.
Surveys of Incoming Students	Spring and Summer 1994 & 1995	Oct. 94 & 95	The information will be used by the Office of Enrollment Managemant. It will also be used for advising purposes.
Mathematics Placement Testing	Spring and Summer 1994 and 1995	Oct. 94 & 95	The information will be used to place students in appropriate math classes. The information will also be communicated to local high schools.
Course-embedded assessments within lower division math courses. Obj: To determine if students are placed correctly by placement tests.	Fall 1994	Spring 1995	The information will be used to decide whether or not placement cutoff scores should be modified. The information will also be provided to instructors of prerequisite courses at EWU and at local community colleges.
Writing Placement Tests	Spring 1994 & 1995	Oct. 94 & 95	The information will be used to place students in the correct English composition class. The information will also be provided to local high schools.

Activity	Implementation	Results	Uses
.rea: Intermediate Skills			
Writing Course-embedded assessments within the composition classes and/or within classes in various majors.	Spring 1994 and thereafter	Fall 1994	The information will be used by faculty in the English composition program. It will also be used by staff in the writing lab.
Quantitative Course-embedded assessment within courses in the Department of Mathematics.	Fall 1993 and thereafter	Spring 1994 and thereafter	The information will be used by faculty in the Department of Mathematics in the review and modification of its courses.
\rea: Program Assessment			
End of Program Assessment Departmental and Program End-of-Program Assessments	ongoing	Spring and Fall 1994 & 1995	The information acquired will assist departments in evaluating program quality, revising course content, and planning curricular revisions.
Incentive Grants For Intermediate Program Assessments Obj.: To assess programs at key points.	Spring 1994 and thereafter	Fall 1995	See above.

Activity	Implementation	Results	Uses
.rea: Alumni Surveys			
University Survey of 1992-93 Graduates Obj: To provide current information on alumni satisfaction.	Spring 1994	January 1994	Results will compared to the results of the survey of 1990-91 graduates. The results will be used in the planning for improvements to programs and services.
Departmental Alumni Surveys in Selected Academic Programs Obj: To furnish detailed program-specific data on graduate satisfaction.	Spring 1994 & 1995	January 1994 and 1995	Results will be incorporated into program-level curricular planning.
\rea: Employer Perceptions/ Selected Departmental Activities			
Departmental Employer Focus Groups and Employer Surveys in Selected Academic Programs Obj: To determine employer requirements for graduates of specific programs.	Spring 1994 and thereafter	January 1995	The programs involved will utilize the results for curriculum assessment.
Area: Other			
Senior Survey Obj: To determine current students' satisfaction with programs and courses at Eastern, and to describe current students' experiences.	Fall 1993 and Winter 1994	Summer 1994	The results of the survey will be distributed to deans, chairs and other administrators for use in planning.

Activity	Implementation	Results	Uses
Planned Workshops Obj: To inform faculty and administrators of the utility of assessment information and to assist faculty in the writing of learning objectives. Also, to assist faculty in tying assessment strategies to learning objectives.	January 1994 and Spring or Fall 1994		
Assessment of Academic Advising Obj: To determine reasons for the dissatisfaction with academic advising that was expressed in the survey of 1990-91 graduates.	Winter/Spring 1994	Summer 1994	The assessment results will be used by the deans, department chairs, and the Office of Academic Advising to improve the advising process.
Assessment Newsletter Obj: To keep faculty and staff informed of assessment activities on campus and in the state.	Fall 1993, Spring 1994, Fall 1994, and Spring 1995		

THE EVERGREEN STATE COLLEGE

1993-95 Assessment Plan Summary

AREA/Activity	Implementation-Results Dates	Uses/Implications
I. BASELINE STUDENT DATA		
A. Collection and entry of GPA and test score data	ongoing-quarterly	To explore relationships between these measures of pre-college preparation and other student outcome data

Objectives: To enable more sophisticated analysis of retention, graduation and other assessment data

B. Participation in CIRP freshman survey	10/93 - 2/94 10/94 - 2/95	Profiles of the freshman class and comparisons with national norms are used in faculty workshops designed to increase teaching effectiveness and retention to the sophomore year

Objectives: To provide comparative data on student aspirations, beliefs and values at entry to the College and to provide a baseline against which survey data collected during the students' senior year or following graduation can be compared.

C. Administer New Student Questionnaire	10/93 - 2/94 10/94 - 2/95	Documents influential factors in the decision to enroll at Evergreen and identifies differential influences according to the type of new student useful in monitoring and refining recruitment strategies designed to improve student retention and graduation.

Objectives: Evaluation of recruitment strategies and improved match between new students and college services

THE EVERGREEN STATE COLLEGE

1993-95 Assessment Plan Summary

AREA/Activity	Implementation-Results Dates	Uses/Implications
IV. INTERMEDIATE ASSESSMENT OF WRITING AND QUANTITATIVE SKILLS AND OTHER SKILLS AS APPROPRIATE		
A. Discussion and assessment of specific teaching strategies directed at improving student writing, self-evaluation, quantitative methods and seminars	9/93 - 6/94 10/94 - 6/95	To focus faculty discussion and assessment effort on discrete teaching practices associated with improvement in these areas.

Objectives: Assessment projects completed during each of the past biennia have surfaced these topics as high priorities for improvement. This activity is intended to provide a necessary follow-up to previous assessment studies by asking faculty to present, or design and evaluate, effective teaching strategies in each of these areas.

B. Assess sources of student dissatisfaction with academic advising	11/93 - 6/94	To provide Academic Advising staff with concrete recommendations for improvement of services

Objectives: Student dissatisfaction with academic advising has been measured in several past assessment projects. Yet, these measures have not been useful for improvement in advising services since they took the form of comparatively low ratings on a "satisfaction scale" with little explanation of the sources of dissatisfaction. This activity will attempt to shed more light on specific sources of student dissatisfaction in hopes of yielding concrete recommendations for improvement.

THE EVERGREEN STATE COLLEGE

1993-95 Assessment Plan Summary

AREA/Activity	Implementation-Results Dates	Uses/Implications

V. EMPLOYER PERCEPTIONS

A. No major activity scheduled

Objectives: A comprehensive survey of employers of Evergreen graduates was completed in 1991 and reported to the HEC Board. Collection of employer perceptions of alumni performance may occur in some areas of the curriculum in the course of Program Reviews slated for the biennium. Unless directed otherwise, no activity under this category is planned.

VI. END-OF-PROGRAM ASSESSMENT

A.	Assess persistence to graduation by class standing	10/93 - 1/94	To assess attrition rates beyond the sophomore year and to evaluate implications for curriculum design

Objectives: Both Fall-to-Fall retention and five-year graduation rate studies are routinely produced. This research will explore whether or not freshman and transfer students appear to be "attrition-prone" at transition points beyond retention to the second year of enrollment. Differential rates of attrition between the sophomore-junior and junior-senior transition points may suggest improvements in upper division curricular offerings and pathways.

B.	Assess individual contracts and internships	12/93 - 10/94	To evaluate the strengths and weaknesses of these two forms of upper division study and make recommendations for improvement as needed

Objectives: Both of these modes of study are engaged in by significant proportions of upper division students at Evergreen. Neither mode has been addressed in our assessment efforts to-date. This project is intended to

THE EVERGREEN STATE COLLEGE

1993-95 Assessment Plan Summary

AREA/Activity	Implementation-Results Dates	Uses/Implications
VII. OTHER ASSESSMENT ACTIVITIES (cont.)		
B. Assess patterns of student alcohol and drug use	11/93 - 1/94	To document use patterns and to provide comparative data on student use of alcohol and drugs

Objectives: To assist Student Affairs staff and faculty in the design of a comprehensive plan to reduce underage drinking and alcohol/drug abuse among students and to provide a set of baseline data to evaluate effectiveness of the plan's strategies.

C. Assess satisfaction of Weekend/Evening Program students	11/93 - 12/93	To evaluate strengths and weaknesses of the College's new Weekend/Evening program

Objectives: To provide the Academic Deans, Weekend/Evening faculty, and the Weekend/Evening Coordinator with data useful in monitoring and improving the quality of the Weekend/Evening Program.

D. Create additional opportunities for dissemination and and discussion of assessment results and implications for improvement	7/93 - 6/95	To broaden discussion of, interest in, and action on assessment research

Objectives: To engage increasing numbers of faculty and staff in conversations directed at the improvement of teaching and learning.

University of Washington 1993-95 Assessment Plan Summary

November, 1993

Baseline Student Data

Activity	Implementation/ Results	Objectives and Uses
Maintenance and further development of the student data base	---Ongoing---	The objective of this activity is to maintain a current and accessible database of student entering data, as derived from the admission application and admissions and placement tests, and transcript data as students proceed through the curriculum. Throughout the biennium, work will be done to improve the quality, quantity, and accessibility of the data.
Development of a beginning student questionnaire	4/93 - 8/93	A beginning student questionnaire will be developed to replace the lengthier CIRP. The purpose of this survey will be to collect information on students' academic background, interests, and demographic information that is not found in the regular admissions information. The instrument will be administered to all or nearly all new freshman.
Math and foreign language placement testing	---Ongoing---	The objective of the placement tests is to place students into appropriate courses depending upon their skills. These programs are used to increase the success rates for students in first year math and foreign language courses ands to improve instruction by having more homogeneous groups. The tests also provide data to instructors for curricular revision.

Intermediate Assessment

Activity	Implementation/ Results	Objectives and Uses
Final Report of the Junior/Senior Writing Study	11/93	The objective of this report is to communicate the results of the study of writing portfolios on Juniors and Seniors. This report will contain a great deal of information about student writing across all disciplines as well as about writing within a number of specific disciplines.
Development of portfolio-based workshops for selected academic departments	1/94 - 6/95	In order to take maximum advantage of what we have learned from the study of student writing within majors, workshops will be developed for departments which had sufficient numbers of student in the study. The purpose of these workshops will be to focus faculty attention on the types and quality of student writing which is expected and produced and to help faculty develop improvement strategies.
Monitor student writing in the general education curriculum	7/93 - 6/95	The objective of this activity will be to assess the effects of changes in the curriculum on the quality and quantity of student writing. The completed portfolio study of freshman and sophomores provides baseline data for this endeavor. This information will be used to further improve the curriculum.
Help develop statewide programs for enhancing writing within disciplines	7/93 - 6/95	The objective will be to combine our expertise gained from the portfolio research with experiences at other state colleges and universities to improve the writing of students at UW and at other participating institutions.
Develop means to teach quantitative and symbolic reasoning (QSR) skills in introductory classes	9/93 - 6/94	Because many students have been found to be deficient in generalizable QSR skills, this activity has as its goals further development of means to teach these skills within large disciplinary courses and development of means to assess the effectiveness of these teaching strategies.

Intermediate Assessment (Continued)

Activity	Implementation/ Results	Objectives and Uses
Monitor attainment of QSR skills by students	7/93 - 6/95	As the curriculum changes, the objective will be to monitor how and how effectively students obtain QSR skills.
Help develop statewide programs for enhancing QSR instruction and outcomes	7/93 - 6/95	The objective will be to combine our expertise gained from QSR research with experiences at other state colleges and universities to improve the QSR abilities of students at UW and at other participating institutions.

End of Program Assessment

Activity	Implementation/ Results	Objectives and Uses
Further development and use of end-of-program assessment in all appropriate academic departments	---Ongoing---	The purpose of this activity is for every academic department graduating more than a few students to further develop their assessment strategies and to use resulting information to improve the curriculum and instruction for their majors.

Employer Perceptions

Activity	Implementation/ Results	Objectives and Uses
As an element of end-of-program assessment	---Ongoing---	The objective will be to develop means for collecting and using systematic information form employers of the graduates of those programs for which such information is appropriate. This information will be used to improve the curriculum and instruction such that graduates are better prepared for successful careers.

Program Review

Activity	Implementation/ Results	Objectives and Uses
Regular periodic review of academic programs	---Ongoing---	The goal of this activity will be to conduct regularly scheduled reviews of academic programs consistent with HEC Board standards. The results of these reviews are used to guide improvement of various facets of academic programs.

Alumni and Student Satisfaction Surveys

Activity	Implementation/ Results	Objectives and Uses
Alumni Survey	10/93 - 6/94	The purposes of the alumni survey are to determine the satisfaction of recent graduates with their UW education and to collect and summarize job and academic placement information. The results are used for student career advising, improvement of undergraduate and graduate programs, and for the statewide indicators report.
Survey of dropouts	1/94-3/94	The purpose of this telephone survey will be to ascertain why students leave the UW after their sophomore year. Results will be used to suggest programs or changes to improve retention and graduation rates.
Student Survey(s)	---Unknown---	The general purpose of student surveys will be to evaluate the UW curriculum and to monitor the effect of changes. Results will be presented to faculty and administrators as appropriate. Specific goals are not yet determined

Other Activities

Activity	Implementation/ Results	Objectives and Uses
Freshman Seminars	11/93 - 6/94	The purpose of this activity will be to assess the new freshman seminars in order to determine whether they are meeting their goals from faculty and student perspectives. The results will be used to refine the program for its second year.
Freshman Interest Groups	---Ongoing---	Research will be conducted to assess the impact of Freshman Interest Groups and to further refine the program.
Statewide Conferences	5/94 & 5/95	Support will be made available for UW faculty to attend the annual statewide assessment conferences and UW will assist in planning.
Statewide Assessment Task Force and other travel	---Ongoing---	The objectives of the Statewide Assessment Task Force are to more effectively promote assessment on each campus and to deliver assessment plans and reports to the HEC Board. These objectives are met by coordinating planning and assessment activities and by providing development opportunities for the campus assessment coordinator

Washington State University
Assessment Plan 1993-95
Fall 1993

File: Workplan.F93

1993-1995 Assessment Plan Summary

Assessment Activity	Implementation	Results	Potential Uses/Implications
I. BASELINE STUDENT DATA			
A. Writing Placement Exam	Summer/Winter Annually	Fall Annually	Evaluates the writing composition skills of entering freshmen students. The results are used to place new students into the composition class appropriate for their level of writing ability.
B. Math Placement Exam	Summer Annually	Fall Annually	Evaluates the mathematical skills of entering freshmen students. The results are used to place new students into the mathematics class appropriate for their level of quantitative skills.
C. Admissions Data	Fall Annually	Spring Annually	This data is used primarily to determine eligibility for admission, but occasionally is also used to provide diagnostic information to students and departments for placement purposes. It is also used for longitudinal studies of retention and graduation rates.
D. CIRP Freshman Survey	Fall Annually	January Annually	Profiles entering freshmen students. The results are used for comparison with national and state norms. The data are used to examine and revise admissions and recruitment policies, to conduct studies of retention, and longitudinal studies of effects of student policies.

1993-1995 Assessment Plan Summary (Continued)

Assessment Activity	Implementation	Results	Potential Uses/Implications
II. ALUMNI SURVEYS			
A. Survey of Recent Alumni	Summer Annually	Fall Annually	Provides feedback to the University from recent graduates about aspects of undergraduate instruction and programs. This information is used by departments and the administration to identify areas of dissatisfaction and concern.
B. Former Student Survey	Spring Annually	Fall Annually	Provides information to the University about students' reasons for leaving and whether these are related to University policies.
III. PROGRAM REVIEW			
A. HECB Program Review	Variable	Variable	These mandated reviews provide information about the effectiveness of academic programs in relation to measures of their quality, cost, productivity, and other aspects. The information obtained influences decisions about the reconfiguration and support of programs.
B. Accreditation Reviews	Variable	Variable	These reviews are used by the University by colleges, and by departments for identifying areas requiring improvement in order to meet regional and/or national standards.
C. Biennial Unit Reviews	Spring 1995	Fall 1995	The results of these reviews are used by departments as opportunities for assessments of progress toward unit goals. The results are used for decisions about internal resource allocation.

1993-1995 Assessment Plan Summary (Continued)

Assessment Activity	Implementation	Results	Potential Uses/Implications
IV. INTERMEDIATE ASSESSMENTS			
A. Writing Qualifying Exam	Spring Annually	Fall Annually	This examination is used to determine students' mastery of basic writing and composition skills, and to determine their readiness for upper division courses in English. It is also used to identify areas of strength and weakness in WSU's writing program. All students will be required to pass as a condition of graduation.
B. Quantitative Skills Exam	Spring 1993/1995	Summer 1993/1995	This examination is used to determine students' mastery of basic skills in arithmetic, algebra, geometry, and application of mathematical concepts. It is also used to identify strengths and weaknesses in WSU's admission policies and mathematics program.
C. Freshman Year CSEQ Survey	Spring Annually	Fall Annually	This annual study is designed to provide information on what happens to students during their freshman year. The results are used by Student Affairs to evaluate policies and recommend changes to improve students' learning opportunities.
D. General Knowledge Exam	Fall 1994	Spring 1995	This examination is designed to test students' general knowledge and reasoning skills. One main use of this test is to evaluate the current General Education curriculum and to identify areas of needed change in WSU's curriculum.

1993-1995 Assessment Plan Summary (Continued)

Assessment Activity	Implementation	Results	Potential Uses/Implications
V. END-OF-PROGRAM ASSESSMENT			
A. End-of-program assessment	Spring Annually	Fall Annually	The results of this activity are used mainly by departments to evaluate the success of their curricula at producing graduates with the skills necessary to be successful in their field. Departments report the results of their assessments and the changes planned for improving the curriculum.
VI. EMPLOYER PERCEPTIONS			
A. Survey of Employers	Summer 1993	Spring 1994	The results of this survey are used to recommend and justify changes to the undergraduate curriculum. The results are also used by colleges and departments to modify and improve their undergraduate programs.
B. Department Employer Contacts	Spring 1994	Fall 1994	Many departments regularly rely on employer contacts for information about aspects of their curricula, as well as for assistance in identifying internship opportunities for their students. This information is compiled and reported to all academic departments for their use in planning curricular changes.

1993-1995 Assessment Plan Summary (Continued)

Assessment Activity	Implementation	Results	Potential Uses/Implications
VII. OTHER ACTIVITIES			
A. Statewide task force	Nov/May Annually	Nov/May Annually	Regular meetings of the institutional assessment coordinators provide opportunities to share information about what other kinds of assessment activities are occurring, and what concerns the HECB and the legislature have about undergraduate education. This information is used to evaluate and revise our assessment workplan.
B. Annual conference	Spring Annually	Spring Annually	WSU faculty and administrators participate in an annual Spring conference on assessment. This is an opportunity to share information new developments in assessment and to form networks of faculty concerned with specific assessment topics.
C. Other workshops	Variable Annually	Variable Annually	WSU faculty participate in regular workshops on assessment of programs and undergraduate students. The results of these workshops are used to coordinate the concerns of community colleges and four year institutions.
D. WAGS newsletter	Variable Annually	Variable Annually	WSU participates in sharing news and information about its assessment activities with other institutions.

Section A

1993-1995 Assessment Plan Summary

Western Washington University

WESTERN WASHINGTON UNIVERSITY 1993-95 ASSESSMENT PLAN SUMMARY

	Implementation-Results	Objectives and Uses
Baseline Student Data		
Maintenance of the Student Tracking System (STS)	On-going	To acquire and maintain factual demographic information on cohorts of WWU's undergraduate population. The STS supports nearly all aspects of assessment activities at WWU.
Administration of the Cooperative Institutional Research Program (CIRP) Questionnaire	Report on 1992 CIRP respondents completed 9/93. Survey administration is yearly (1993 and 1994 in-coming freshmen will be surveyed) and report writing on-going.	To assist enrollment management and admissions office policy, as well as policy changes in academic advisement and tutorial centers, and to enhance understanding of entering students and to facilitate student responses and developments which emerge from future studies by compiling information concerning academic and vocational goals, perceived academic competencies, values, demographic characteristics, factors which influence higher education goals and related topics.
CIRP Twenty-year Report	Completed 8/93.	To develop a statistical base of trends in freshmen attitudes and perceptions. Data from six administrations of the CIRP at WWU (1971 to 1991) was analyzed and presented, as well as compared to national findings.
Survey of Ethnic-Minority Students Admitted to WWU but Who Chose Not to Enroll	Survey administration completed. Data analysis underway.	To study in detail factors that may effect ethnic-minority students from choosing not to enroll at WWU after being admitted. A follow-up to a successful earlier general study that facilitated the implementation by WWU's Admission Office of numerous discrete changes in policy.

	Implementation-Results	Objectives and Uses
Baseline Student Data (cont.)		
Curriculum Assessment Service Study	Second phase of study completed 8/93.	To examine the nature of WWU's undergraduate curriculum. Derived from the transcripts of all baccalaureate recipients in the Spring of 1991, CAS provides an analytic framework for exploring the scope and structure of the course work chosen by undergraduates. WWU is one of the pilot schools for the national study by the Institute for Research on Higher Education,
Student Centered On-Line Degree Progress Tracking System	Budget request completed and submitted 10/93.	To facilitate access and progress toward degree completion, WWU proposes, among other things, a degree audit system which would provide students, advisors, and administrators an on-line advising tool with the ability to track individual student progress. Students would thus be regularly monitored and updated on where they are in one or more degree programs, and what requirements remain.
Intermediate Assessment of Quantitative and Writing Skills & Other Appropriate Intermediate Assessment		
Junior Writing Exam	On-going.	To assess writing abilities at the half-way mark in a student's academic career, and to analyze student writing trends and conduct research on student writing abilities. Results help the Expository Writing Committee reach planning decisions for writing at WWU.

	Implementation-Results	Objectives and Uses
Intermediate Assessment of Quantitative and Writing Skills & Other Appropriate Intermediate Assessment (cont.)		
Quantitative Unit-Level Curriculum Assessment	Survey design underway.	To audit quantitative skills items found across the undergraduate curriculum. The item criteria for college-level mathematics and quantitative skills will be guided by the list produced by the Fall, 1991, statewide higher education faculty retreat.
Access Program Assessment	Initial report completed 8/93. Follow-up study anticipated for Spring, 1994.	To measure the effectiveness of the Access Program, a proactive program implemented by the Academic Advising Center to encourage increased academic achievement and retention among minority students and students admitted at higher risk of academic failure. The initial study reported favorably, and suggested strategies for further positive development of the program.
Ethnic-Minority Student Opinion Survey	Initial data collection and analyses completed. Report writing in progress.	To establish the effectiveness of existing student support services for ethnic-minorities, to guide the selection of culturally significant curricular offerings, and to enhance recruitment of capable ethnic-minority populations to WWU.
Fairhaven Law & Diversity Database	On-going. First database established 9/91.	To provide the Fairhaven Law & Diversity Program with student information generated by the STS. The data will be useful in tracking the current L&D class, as well as provide a basis for later comparison and analyses.

End-of-Program Assessment

Graduating Class Profiles	Profile of 1992 graduating class completed. Reports are produced yearly, and work on-going.	To establish a database of characteristics of its graduating classes. Reports provide the University community with a continuing analysis of demographic and academic trends vital to decision making and program planning.
CIRP College Student Survey Administration	Initial survey administration completed, and data analyzed. Report writing in process.	To track and quantify the changes in attitudes and perceptions of students after a proscribed period of time--at WWU, four years after entering as first-time freshmen. Results will help administrators, faculty and staff better understand the nature of change wrought by the academic and social structure of WWU, and should assist all offices, departments and units in a myriad of administrative decisions.
Development of End-of-Program Assessment in All Departments	On-going.	To develop comprehensive end-of-program assessment programs to use in improving curriculum and instruction.
Time to Degree and Graduation Rates Study	Study design underway.	To study in depth the volatile issues of time to degree and graduation rates in a number of contexts, using among others, concepts from the National Center for Education Statistics and Alexander Astin of the Cooperative Institutional Research Program.
End-of-Program Assessment in Business & Economics	On-going.	To evaluate and monitor the success of WWU business and economic majors against external, standardized criteria. Results will be used to evaluate program effectiveness and, if warranted, lead to changes in course structure, content, and emphasis.

WESTERN WASHINGTON UNIVERSITY 1993-95 ASSESSMENT PLAN SUMMARY

Alumni and Student Satisfaction Surveys		
1993 Alumni Survey of the Class of 1992 & 1994 Alumni Survey of the Class of 1993	1993 survey administered and data collected. Report writing underway. Alumni surveys and reports are on-going.	To provide data relevant to all departmental self-evaluations, and to evaluations of General University Requirements (GUR's), student life services, facilities, advising, institutional quality, etc. Survey data are merged with the Student Tracking System (STS) to allow the most flexible and thorough analysis.
Academic Advising at Western: Some Feedback from Alumni	Report completed 7/93.	To provide the Academic Advisement Office with specific and timely feedback on issues of academic advising. Recent and future alumni surveys have been and will be tailored as much as possible to inform critical offices, departments and units.
Program Review		
Regular Review of Academic Programs	On-going	To provide assistance to specific units scheduled to conduct program review activities consistent with HEC Board guidelines.
Miscellaneous Assessment Activities		
Student Health Attitudes and Behaviors Survey	Survey administered and data analyzed. Report writing in progress.	To identify and estimate WWU student attitudes and behaviors concerning their orientations to physical and mental health. Results will focus attention on the health and mental health needs of WWU students, and will be used to assist the development of a Wellness Program, as well as enhance health-related seminars, workshops, and activities such as may occur through the Substance Abuse Prevention Center, and the Outreach and Patient Education Office of the Health Center.

	Implementation-Results	Objectives and Uses
Miscellaneous Assessment Activities (cont.)		
WWU Lifestyles Survey	Survey administered and data analyzed. Report writing in progress.	To study in detail the effect of alcohol and drug use on WWU students. The Lifestyles Project was developed as part of the University's on-going effort (a) to investigate students' experience both *in and out* of the classroom; (b) to enhance those experiences which lead to personal and academic success; and (c) to reduce risk factors jeopardizing student success.
Academic Integrity Study	Survey administration underway.	To participate in a national study (sponsored by Rutgers) on undergraduate academic integrity (attitudes towards cheating, etc.). Results will, among other things, provide a viable network through which schools can share information on student integrity policies and issues (including descriptions of successful programs) and to which schools can submit questions, problems and needs.
Assessment of Cultural and Geographical Literacy	Initial study completed Spring, 1992. Revising and retesting begun Fall, 1993.	To follow-up development of a test that may measure the extent to which undergraduate students at WWU are culturally and geographically "literate". Results should inform various faculty and administrators, and assist certain curriculum development.
Research/Undergraduate Teaching Survey	Survey administration underway.	To examine the relative importance of undergraduate teaching and research as perceived by faculty, chairs, academic deans, and administrators to determine if they agree on the balance they believe exists at their institutions. WWU is one of numerous institutions nationwide participating in this study being conducted by the Center for Instructional Development at Syracuse University.

1993-1995 Outcomes Assessment Plan

State Board for Community and Technical Colleges

Report to the

Higher Education Coordinating Board

November 1993

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1993-1995 ASSESSMENT PLAN:
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

As the outcomes assessment initiative has evolved, the roles and activities the State Board and its staff need to pursue have also evolved to meet the changing demands for the system and to maintain the momentum gained as the effort got underway. At the broadest level, in keeping with the HECB guidelines, our systemwide budget planning process continues to make substantial use of the ongoing assessment findings and activities. In addition to that process, our assessment-related efforts emphasize three broad areas we believe are critical to the overall success of the initiative in sustaining a focus on continuous information-driven strategic planning and quality improvements:

* follow up **assessment** studies, primarily small-scale, designed to explore specific issues in more depth and engage the colleges (or subsets of colleges) in addressing questions raised by our (and their) findings to date

* **facilitation** or convening efforts which bring campus educators together to address possible reforms in areas of common concern, e.g., writing and math/quantitative skills

* information **dissemination and training** related to assessment activities around the state or technical topics useful in addressing outcomes-related issues at the campus level

For example, the state level research SBCTC has conducted related to the missions of the community colleges has led to the conclusion that students who make substantial progress at our colleges generally do well in their transition to productive employment or baccalaureate institutions. At the same time, analysis of retention data suggests that many students with goals requiring substantial time at the college nevertheless leave very early on. Consequently, SBCTC has determined that it should focus some of its research efforts on learning more about what happens for students at the beginning of their experience at the college: what are the major factors involved in some students moving toward their goal and others leaving early, and which issues are open to our control? There already exists a considerable body of theory regarding the variables which likely explain the different paths taken by students, but what SBCTC seeks is data which would direct college staff and state policy makers toward actions aimed at an increase in student persistence and goal achievement. This kind of action-oriented information can best be achieved not by additional system-level research, but by hearing students speak in their own voice about their experiences. Such an approach requires a shift in research focus from system level sample surveys and data analyses to support for qualitative studies at a number of different campuses. These studies would be of immediate use to the campus for their own planning, and a collective look at all the studies should provide SBCTC with perspectives leading to policy recommendations or ideas for further focussed study.

The following pages provide a summary overview of the assessment-related activities SBCTC has tentatively planned for 1993-95.

1993-1995 ASSESSMENT PLAN SUMMARY
WASHINGTON COMMUNITY AND TECHNICAL COLLEGES

Activity	Dates for Implementation/Results	Description/Uses
ASSESSMENT		
Data match to determine employment status	Ongoing	This data match was implemented initially to provide data on the employment status of job preparatory students approximately nine months after they graduated or left the college. That aspect of the match is repeated annually to provide data on the continuing competitiveness of former students in the changing job market. In 1993-95 SBCTC will add matches which allow for analysis of the job placement for those who participate in apprentice programs, adult basic education programs, upgrade and retraining efforts, and for other students who may obtain or improve their employment status based on the courses completed at the college.
ASSESSMENT		
Student Voices Project	Follow up interviews done spring-summer, 1993	Identification of issues worth exploring in more depth or on a larger scale
	Preliminary analyses and presentation materials developed by spring, 1994	Materials for faculty development workshops on student approaches to learning and teaching/ learning issues overall
		Model of collaborative, qualitative approach to listening to student perspectives (within an institution or between institutions, particularly community college/four-year institution partnerships)
ASSESSMENT		
Systemwide developmental education student tracking process and follow up	Programming to be done during 1993-94 academic year, study would be run in Fall, 1994	We are working with the Council for Basic Skills (CBS) to refine and update the pilot student tracking study we conducted in 1991. Our goal is to develop the programming (systemwide or for individual colleges) to automate the data extraction process. The goal is to provide colleges with their own data for campus planning purposes. We are also working with CBS to identify priorities for further in-depth studies on developmental and basic skills students, exploring focused issues not easily addressed by database information.
	Data analyses should be completed by spring, 1995; additional studies yet to be determined	

Activity	Dates for Implementation/Results	Description/Uses
ASSESSMENT		
Evaluation of workforce training	January, 1994 - December, 1996	SBCTC is engaging in a comprehensive outcomes study of dislocated and other unemployed workers who attend community and technical colleges for the purposes of training for new employment opportunities. The students to be studied enrolled under a special program authorized by the 1993 legislature and funded from Unemployment Insurance tax funds. The study will include analysis of follow up data, student surveys both during and after enrollment, and focus groups with stakeholders. The results will be used to improve the program and to document the need for continued funding.
ASSESSMENT		
Selection of accountability indicators most relevant to community college system and development of "Report to Investors" model		
ASSESSMENT		
Multi-institution qualitative study of student persistence and success in their first quarter of community college (supporting dissertation study by Lake Washington Technical College staff person)	1993-94 academic year Depending on student's schedule, should be available by summer, 1994	This project is a more in-depth follow up exploration of one of the significant findings from our first round of assessment studies, i.e., that while those students who complete something at community colleges (degree, credential, sufficient credits to transfer or move on) do very well on the whole, a disturbingly high percentage of students fail to make it through their first quarter. As with the Student Voices Project, we hope that this effort will identify issues for policy consideration as well as closer study by individual colleges, and provide a model for continued assessment at the campus level.

Activity	Dates for Implementation/Results	Description/Uses
ASSESSMENT		
Retention-related activities	Ongoing	SBCTC has developed a protocol which describes the retention of degree-seeking community and technical college students in terms of those who make "substantial progress," "some progress," and "early leavers." This protocol takes into consideration the "stopout" pattern typical of some students and addresses retention only for the subset of students for whom continued enrollment is a clear goal. SBCTC will update continually the system retention data exploring possible changes in the retention trends for students overall as well as for specific subgroups of particular interest--e.g., students of color. In 1993-94, SBCTC will help colleges use data for the 1990 and 1991 cohorts for outcomes assessment purposes.
DISSEMINATION & TRAINING		
Assessment database and library	Ongoing--draft version available in winter, 1994 Will be updated at least annually (more frequently if possible)	Promote increased communication among colleges by providing them with easy access to up-to-date information on assessment activities across the state. The database will include information on specific projects and activities at every campus, including questions being addressed, actions taken as a result of the activity, and information about a contact person if appropriate. While the first version will be distributed on disk to the colleges, our goal is make the library available on-line to simplify the query and updating process.
DISSEMINATION & TRAINING		
Technical retreats and reports	Ongoing	SBCTC will sponsor an annual retreat for data providers at the colleges to assist them in making the most efficient and effective use of available institutional data related to outcomes (especially in connection to accreditation requirements). SBCTC staff will also continue to prepare and distribute technical reports which describe the use of selected computerized reports, data information, or research summaries from national publications.

Activity	Dates for Implementation/Results	Description/Uses
FACILITATION		
Math/Quantitative Skills Project: * Development of assessment item/task bank	Second item development retreat scheduled for November, 1993 First round of sample items available in September, 1993 report; updates to be scheduled at November meeting	To compile a collection of faculty-generated engaging and (if possible) performance-oriented assessment tasks (items, projects, etc.) addressing the major math and quantitative reasoning skills identified by our faculty discussions as hallmarks of a college-educated person. These items, or some subset, could then be used by individual institutions and/or faculty in whatever ways they deemed appropriate--e.g., external outcomes assessments for program or student evaluation purposes, course-embedded assessments, diagnostic assessment for placement purposes.
FACILITATION		
Math/Quantitative Skills Project: * Convening reform process focused on Intermediate Algebra	Tentatively scheduled for 1994-95 Recommendations for curricular revisions by fall, 1994; pilot tests in winter and spring, 1995	To implement a statewide curricular review and reform process similar to the current effort underway with Calculus--Intermediate Algebra affects far more students than Calculus and is generally acknowledged by math faculty to need major revision.
FACILITATION		
Writing/Thinking Project disciplinary retreats in four areas for 1993-94: * Nursing/allied health * Sociology/anthropology * Natural science * Fine arts (1994-95 yet to be scheduled)	November, 1993; February, 1994; March, 1994; April, 1994 Resource document available by end of academic year, 1993-94; additional sections will be added as we go	Our ongoing goals with this project are to: 1) Bring faculty together across educational sectors and disciplines to share with each other effective ways to promote improved student writing skills through improved processes of assigning and evaluating writing in both composition courses and throughout the curriculum; 2) Compile resource material for distribution to local campuses for use in faculty development efforts related to writing and writing-across-the-curriculum initiatives.
FACILITATION		
Coordination between and integration of our ongoing assessment-related activities, particularly as they are related to defining and assessing competencies, and the emerging efforts in our professional-technical areas (e.g., Tech-Prep, Carl Perkins, the new technical degree, basic skills)	Ongoing throughout 1993-1995 biennium Uncertain at this time	On the whole, professional-technical faculty and programs have been minimally involved in our formal assessment efforts to date. Our goal is to work toward greater coordination of the assessment efforts underway in the professional-technical areas and the overall college assessment efforts, helping faculty in both areas learn from each other. We also hope to increase the emphasis on competencies and student learning outcomes through these efforts and decrease our reliance on indirect measures of student performance--e.g., GPA, credits.